PEACE CORPS Volunteer

APRIL, 1963
VOL. 1, NO. 6
WASHINGTON 25, D.C.

President Seeks Rise to 13,000 Volunteers

The President will ask Congress this year to appropriate sufficient funds to enable the Peace Corps to reach a total strength of 13,000 Volunteers by August, 1964. This represents an increase of 4000 Volunteers over the contemplated enrollment in August, 1963.

Of the additional Volunteers, 3000 have been requested for Latin America. The other 1000 will be assigned to Africa.

A 13,000-man Peace Corps will cost $108 million for the fiscal year 1963-64.

Both the President and the Secretary of State have recommended that Congress be asked to authorize increased Peace Corps activity in Latin America and Africa, especially in Latin America, where the Peace Corps has become an indispensable support to the Alliance for Progress.

The request is made in the conviction that with two years of experience the Peace Corps is readily able to assign 13,000 Volunteers to significant duties overseas. Applications from prospective Volunteers are coming in at three times last year's rate.

Experience also shows that the Peace Corps can economically meet the special request to double its size in Latin America—from 3000 to 6000—and add another 1000 in Africa, while continuing its current programs and those already planned.

Programs for the Far East and for the Near East and South Asia will continue as previously planned.

These plans contemplate a total strength of 1750 Volunteers in the Far East by September, 1963. About 1200 Volunteers are in this region now.

The Near East and South Asia, where about 550 Volunteers are now at work, will have a total strength of 1350 by September of this year.

Last year, Congress authorized the appropriation of $63,750,000, an amount which the Peace Corps estimated would enable it to enroll 10,000 Volunteers by the end of August, 1963. On the basis of the $59 million appropriation that was finally voted, the agency projected an enrollment of 9000 by that time.

Peace Corps planning and budgeting are based upon a "program year" running from September through the following August.

On Aug. 31, 1961, 484 Volunteers were in training for or in service in eight countries. On Aug. 31, 1962, 3578 Volunteers were in training for or working in 38 countries.

Peace Corps Volunteers engage in activities at the request of the host countries. Their placement is jointly planned by officials of the country and Peace Corps staff.

To the maximum extent possible, relatively large numbers of Volunteers—40 or more—of similar or complementary skills are involved in any one country program.

Career Opportunities

The past three issues of THE PEACE CORPS VOLUNTEER carried announcements of opportunities for returning Volunteers. There is no announcement in this issue, but information concerning additional education and career opportunities will be sent to Volunteers in memoranda and will appear in subsequent issues of THE VOLUNTEER. For further information, write to Padraic Kennedy, Division of Volunteer Support, Peace Corps, Washington 25, D. C.

A GIFT OF TOIL

Virgin Islands Gov. Ralph Paiewonsky speaks at the dedication of Nisky Elementary School, one of two schools built by the Peace Corps for the people of the Virgin Islands. The two schools were erected as part of the training of Peace Corpsmen bound for a school-building program in Africa's Gabon Republic. Funds for the buildings were put up by the Virgin Islands. Director Sargent Shriver, on a tour of Caribbean projects, was on hand (seated, second from right) for the dedication. For more on his tour, see page 4.

Volunteers Help to Bolster Training Programs

Efforts are under way to strengthen training programs for future Volunteers by feeding back to universities and other institutions conducting training every relevant piece of information sent in by Volunteers serving abroad.

So reports Joseph Kauffman, chief of the Peace Corps Division of Training. "Volunteers can be of immeasurable assistance to trainees and to the Peace Corps if they put in writing specific suggestions about how training could be improved or altered for future Volunteers headed for their host country," he said.

His division is interested in Volunteers' reaction to training they received in languages, area studies, and job preparation, Kauffman said.

"But we also want to know anything else that conceivably could improve training: How do the Volunteers live? What specifically do they do in their jobs? What kind of schools do they teach in? What kinds of books and other teaching aids do they have? How many hours a week do they work?"

Volunteers are supplying some information of this sort in reports for or letters to the Peace Corps, and in articles for THE VOLUNTEER or other publications, but much of it is not specific enough to be of value in modifying training programs, Kauffman said.

For a group now in training at Hilo, Hawaii, for service in Thailand, reports from Thailand have modified training in such matters as teaching-English-as-a-foreign-language, Thai language instruction, and cultural attitudes, he said.

Furthermore, these Thailand-bound trainees are using plans sent from Thailand to build a house like those they will have to build for themselves when they go out into rural areas as community-development workers.

Kauffman cites as another good example of feedback the relationship of Northern Illinois University with the Volunteers in Malaya, all of whom trained at NIU.

A constant flow of information has helped to make each succeeding one of the four training programs better than the previous one, Kauffman said.

"Trainees at NIU receive the Malaya Volunteers' newsletter, *Subsistence,* articles and photographs, newspapers, magazines, postcards, and even recipes. Trainees often write individual Volunteers in Malaya for answers to specific questions.

"For their part, the Malaya Volunteers know what the NIU training program is like and try to help improve it," he said.

"Northern Illinois University has a kind of natural advantage in continuity of effort in thus far training all the Volunteers for one country," he said, "but the Division of Training passes on all similar information it receives to the appropriate training institution. With it, there is no reason why every training program can't be better than the last one."

Volunteer Assists In 'Sister-City' Link

A "sister-city" affiliation between Johnson City, Tenn., and Guaranda, Ecuador, has launched a new program of co-operation between Peace Corps Volunteers and the American Municipal Assn.'s Town Affiliation Program.

In Ecuador, Volunteer Phyllis Purcell (Newburgh, N.Y.) translated American Municipal Assn. literature about town affiliations for Mayor Coloma of Guaranda, and she and other Volunteers offered their continuing assistance in the program. Sister-city activities envisaged include exchanges of information between school systems, parent-teacher groups, health and other departments by letters and recordings. Student art and photography exhibits, pen-pal letters, and books and publications will be shared.

How-to-do-it kits of town-affiliation literature have been sent to Peace Corps Representatives overseas, and are available to interested Volunteers.

Courtesy of Bill Mauldin
Chicago Sun-Times
Publishers Newspaper Syndicate

Want to Buy Monkey, Fawn, Two Alligators?

Volunteer Andre Colpitts of Tulsa, Okla., took a B.A. in biology-philosophy at Phillips University, Enid, Okla., and did graduate study in physiology and zoology at the University of Illinois, where he was a teaching assistant. He is one of nine teacher-trainers among the 33 Volunteers in British Honduras.

By Andre Colpitts

One man has a monkey, another a fawn still feeding off the bottle. Another has two small alligators. All interrupt my classes to ask if I want to buy their catch.

Word is out around the market that the Peace Corps science teacher wants animals; I want them as a beginning for what I hope will be a complete travelling zoo.

My reason for collecting these beasts is very simple: What student can resist learning about poikilothermic animals while letting a six-foot boa constrictor slither across his arm? Who can miss seeing the system of animal classification if there are alligators, a snake, and an iguana to compare? Can any student fail to recognize the complexity of instinctive behavior when observing bees making their hive or ants their nest? Won't a student see more clearly the necessary relation between structure and function when he has had a chance to feel the sharp, tearing teeth of a carnivorous "tiger cat" (ocelot)?

In short, a student learns and retains more when he is confronted with a particular example of the studied principle.

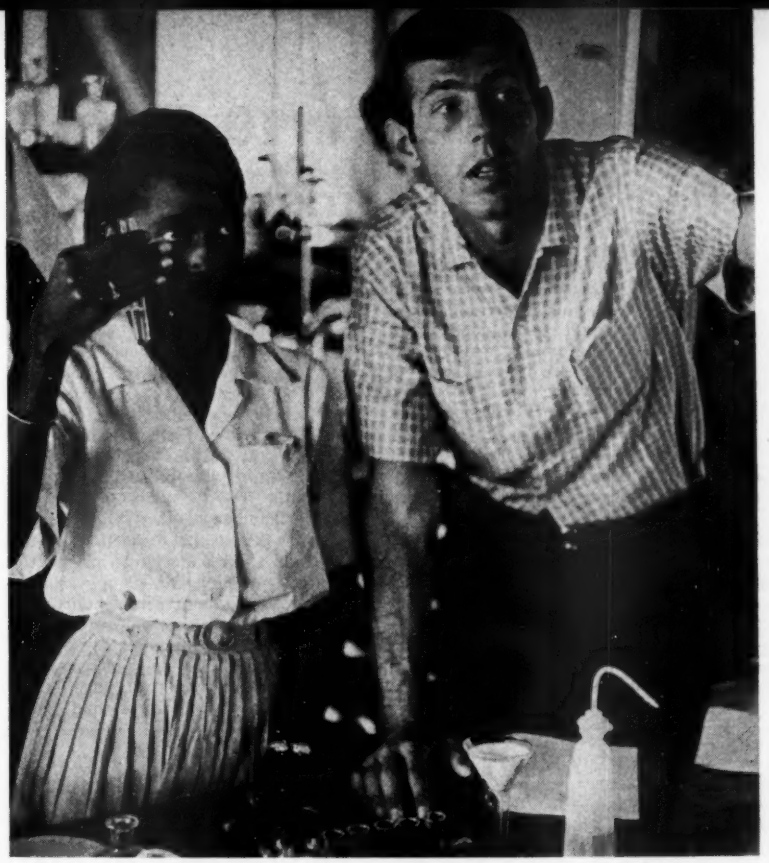
I am finding the animals locally and training them so that primary and secondary students will be able to handle them. Teachers will be able to request the animals for school science classes. Work sheets will supply information on care and feeding, behavior, natural history, and biology of the animals. Observations, experiments, and lessons, are also supplied for the teachers' benefit.

This animal collection is only one part of a travelling science laboratory which I am assembling. In the same way that the animals will be used for biology-class demonstrations, experiments, and projects, the lab will help the village school teacher who may be teaching general science for the first time.

In a 44-hour-a-week schedule, I teach general science to seven primary-teacher groups totalling about a hundred students. For most of them it is their first science course; for many it will also be their only science course. In one or two hours a week they cannot learn enough science to feel really confident in teaching it to 10-to-13-year-old students. A well-equipped mobile lab can give the teachers the support and confidence they need.

Why is it important to prepare teachers to teach science to primary-school children? The answer, I think, is this: science can, better than many subjects, teach the student to reason, to think in a logical pattern. Science is a structure of consistency, based on relationships of cause and effect.

It is not so important that the student here learn many facts of science: it is more important that he learn to expand his concepts and arrive at "new thoughts." If he can do this, then when he arrives in secondary schools, he will be better able to grasp the chemistry, biology, physics, and mathematics he is exposed to there.



LABORATORY LESSON occupies Volunteer Andre Colpitts of Tulsa, Okla., who teaches chemistry and biology at a teacher-training institution at Belize, the capital of British Honduras.

More Than Half of Volunteers Teach; 1400 in Secondary Schools Alone

More than half the Peace Corps Volunteers in service or in training are in education programs. Figures for March show that 53 per cent (2674) of the Volunteers are in primary, secondary, university, physical, adult, vocational, or other education.

More Volunteers are in secondary education (1448) than in any other specific job.

Following education, the largest number (1098, or 22 per cent) of the total of 5009 is in rural community development. Then come health (395, or about 8 per cent), agriculture and urban community development (353 and 332, respectively—both around 7 per cent), and last, public works (157, or about 3 per cent).

Of the 1448 secondary-school teachers, more than two-thirds are in Africa. In Ethiopia alone, the 278 Volunteers just about doubled the number of college graduates teaching in secondary schools.

Latin America, with more than 650 Volunteers in community development, has the largest number in that field. Near East/South Asia and Far East have fewer than 200 each, and Africa has fewer than 100.

'I Learned More in 10 Months With Volunteer Than I Have Learned in 30 Years'—Co-Worker

"I have learned more in 10 months working with this Volunteer than I have learned in 30 years."

Thus did a Dominican Republic co-worker explain to Peace Corps director Sargent Shriver the impact on his life made by one of the more than 150 Volunteers now at work there.

The co-worker's remark was one of several endorsements that Shriver and two other Peace Corps officials heard during an 11-day inspection of training and work projects on five Caribbean islands.

The trip brought renewed requests for more Volunteers from three places where Volunteers already are at work: the Dominican Republic, St. Lucia, and Jamaica. Typical of the others, the Jamaican government asked for 91 more Volunteers (32 are at work there).

Shriver and his party, travelling by Jeep and plane into the Dominican Republic's interior, visited chicken, rabbit, and hog co-operatives as well as community-development projects, an English-teaching program, and school-and house-construction projects.

On the island of St. Lucia, the Shriver party visited with all of the 12 Volunteers (two others were away, on leave). At Roseau, he saw a school under construction; at Cicerone, night classes in current events; at Castries (the capital) and at Gros Islet, medical clinics and teaching projects.

At St. Thomas, in the Virgin Islands, Shriver spoke at the dedication of two three-room schools erected by prospective Volunteers training for school-construction work in Gabon. The schools, constructed with funds of the Virgin Islands, were designed by Marshall Erdman, of Madison, Wis.

Erdman, working as an unpaid consultant for the Peace Corps, had visited officials in Gabon, as well as Dr. Albert Schweitzer, for advice on what materials (available in Gabon) could best be used to construct the schools.

(The Volunteers, who now have arrived in Gabon, are to build 40 schools and 120 residences for teachers.)

Shriver also gave the commencement address for the Gabon-bound Volunteers at the College of the Virgin Islands, their training site. He was then presented the annual award of the Experiment in International Living, which cited him as "one of the nation's youngest, ablest, most distinguished public servants."

Training of the Gabon Volunteers was administered by the Experiment, whose headquarters is at Putney, Vt. In the 1930's Shriver spent two summers abroad as a member of the Experiment.

On arriving in Puerto Rico, Shriver, along with William Craig, Director of Peace Corps operations there, visited training at the Yuquiyu camp site for the health and rural community-development work in Bolivia and for forestry work in the Dominican Republic.

At Camps Crozier and Radley, the main Peace Corps training camps in Puerto Rico, Shriver talked with trainees destined to work in co-operatives in Panama and Colombia, a nutrition program in Peru, and rural community development in Pakistan.

In Jamaica, Shriver and his party visited projects in and around Kingston, the capital, as well as at Cobbla Youth Camp, where Volunteers assist in training jobless boys in vocational skills.

During the 11-day inspection tour, Shriver talked with almost 400 Volunteers and trainees, individually or in groups, logged almost 5000 miles in the process.

PEACE CORPS AROUND THE WORLD

OVERSEAS	
Afghanistan	9
Bolivia	110
Brazil	139
British Honduras	32
Cameroon	40
Ceylon	38
Chile	100
Colombia	218
Costa Rica	26
Cyprus	23
Dominican Republic	147
Ecuador	159
El Salvador	23
Ethiopia	278
Gabon	39
Ghana	113
Guatemala	27
Honduras	25
India	74
Iran	41
Ivory Coast	52
Jamaica	32
Liberia	89
Malaya	114
Morocco	56
Nepal	69
Niger	16
Nigeria	297
N. Borneo/Sarawak	60
Nyasaland	42
Pakistan	149
Panama	19
Peru	197
Philippines	628
St. Lucia	14
Senegal	33
Sierra Leone	123
Somalia	41
Tanganyika	61
Thailand	141
Togo	45
Tunisia	61
Turkey	39
Venezuela	87

TRAINING	
Afghanistan	34
Bolivia	2
Brazil	53
Colombia	94
Gabon	2
Ghana	26
Guatemala	1
India	62
Indonesia	21
Liberia	54
Malaya	76
N. Borneo/Sarawak	48
Pakistan	43
Panama	24
Peru	182
Thailand	105
Tunisia	50
TOTAL IN TRAINING	**877**
TOTAL OVERSEAS	**4126**
GRAND TOTAL	**5003**

Figures as of Apr. 1, 1963

Peace Corps Drama Produced 50 Times

A three-act play, *The Peace Corps Girls*, by David Rogers, has been produced more than 50 times since its publication last September, the author reports.

The plot follows a group of Volunteers through training and then to the Philippines, where Volunteers work in schools and help in a variety of community-development projects.

In commenting on the play, Director Sargent Shriver said: "It is a delightful presentation and indicates thorough research on the part of David Rogers. He has captured the true objectives of the Peace Corps in an admirable manner and I feel sure the play will be both entertaining and informative."

Peace Corps Researchers Tell of Findings

About 375 doctors, teachers, public-health specialists, and social and behavioral scientists joined Peace Corps officials in Washington at a meeting in March to exchange preliminary information and research on programming, selection, training, and Peace Corps overseas experience.

The two-day conference was sponsored by the Peace Corps and the National Institute of Mental Health. Jerome Wiesner, assistant to the President for science and technology, opened the meeting and spoke on social-science research in foreign-assistance programs.

More than 40 papers were presented detailing research on many facets of the Peace Corps. An evaluation of Peace Corps reference forms and placement tests revealed that large parts of the tests are effective though long. Beginning in April, the 5½-hour placement tests will be shortened.

Another report said that Volunteers stationed in cities tend to face a more difficult job than those sent to rural posts. The Volunteer in a rural area has few distractions. There are fewer Volunteers close by and the Volunteer can see more easily the results of his efforts. A feeling of accomplishment tends to come more easily to rural Volunteers than to those in urban centers, the report said.

Other reports included discussions of training methods for urban community-development work, and a study of morale among Volunteers abroad.

[A report on Volunteers who have returned early from service overseas starts in column 2.]

Film Strip on Medical Work

A film strip showing scenes of Volunteers engaged in medical work in several countries—among them, St. Lucia, Tanganyika, Sierra Leone, Chile—is available for showing before groups of phyicians, nurses, laboratory workers, or others with medical skills to inform them about opportunities in the Peace Corps.

The 16-minute strip, with recorded narration, is available through the Office of Public Affairs, Washington 25, D.C., or through Peace Corps Service Organizations in 17 cities.

Peace Corps Novel to Be Published

Breaking the Bonds: a Novel of the Peace Corps by Sharon D. Spencer will be published this spring by Tempo books. Mrs. Spencer says she wrote the book for readers from 14 to 18. The plot deals with teachers in Nigeria.

Return Rate Among Volunteers Remains Proportional, Reports Show

• In the 17-month period ending January, 1963, the Peace Corps placed 3800 Volunteers in 41 countries; of this number, 116 in 13 countries returned home for all reasons.

• The number of returns in these months has increased only in proportion to the increased number of Volunteers in the field.

These and other findings connected with Volunteers returning before the completion of their two-year service were reported by two Peace Corps psychiatric consultants at the behavioral sciences conference held in Washington in March.

They are Dr. Captane Thomson, on leave as senior resident in psychiatry at Massachusetts General Hospital, Boston, and Dr. Joseph English, chief psychiatric consultant for the Peace Corps.

In discussing the paper, Dr. English emphasized that the findings were preliminary and only indicated lines of reasoning that may be confirmed by later studies.

In the 17-month period, there were four deaths [there have been two additional deaths since the period covered in the report], and 21 Volunteers returned home for compassionate reasons—family or personal problems beyond their control. Twenty returned home for medical reasons.

Seventy-one Volunteers returned home because of indicated problems of adjustment. Classifications of this group were divided among problems of motivation (19), of personal adjustment (31), of job dissatisfaction (8), and of marriage (13)—the latter referring to persons whose marriage overseas conflicted with the demands of Peace Corps service.

No significant trends regarding sex or age can be determined among returned Volunteers, Drs. English and Thomson said.

The age peak of those returning occurs between 21 and 25, as it does in the Peace Corps at large. The only exceptional finding is a relatively high number of terminations among women Volunteers older than 60, the doctors reported.

Another finding shows that the rate of return among married Volunteers has been more than 50 per cent higher than it has been among single Volunteers.

This study, together with others, has shown that the most difficult periods for Volunteers overseas tend to be the first month and then the third, fourth, and fifth months, the doctors said.

Although many terminations based on "difficulties in adjustment" come in the first month, the peak of terminations for all reasons tends to occur during the fourth month.

For reasons that are unclear, the doctors said, terminations in Latin America have been about 50 per cent higher than those in Africa or the Far East. In Near East/South Asia, there have been 50 per cent fewer terminations than in Africa or the Far East.

OLYMPIC HOPEFUL takes a hurdle in Thailand's National Stadium under the critical eye of Volunteer Tex Lee Boggs of Pulaski, Va. Tex, who teaches at the College of Physical Education in Bangkok, is coaching men and women for track competition in Olympics and in Asian games.

BUNDLED UP AGAINST chill, English class at Ibnicenna School in Kabul listens to Volunteer Rosalind Pearson explain text.

9 Volunteers learn, teach in ancient land

Afghanistan

UNDER THE HOOD of car they are servicing are Peace Corps mechanic Frank Brechin (right) of Grand Rapids, Mich., and Afghan colleague at Zendabanon (motor center).

The nine Volunteers in Afghanistan—five teachers, three nurses, and one mechanic—have had a hard time maintaining their identity among the several hundred other Americans in the capital city of Kabul. Volunteer Janet Mueller of Kearney, Neb., who teaches English, reports that Volunteers do receive a kind of left-handed notice because they ride bicycles instead of riding in cars, but this practice brings about only a perplexed observation that Volunteers are "those people who ride bicycles." Here, however, Janet describes one Volunteer venture into a new field: a folk-song concert for boarding students at her school.

"We embarked on this project with mixed emotions. We wanted to give the students an evening's entertainment, but were fairly sure that the evening would be a failure. The gulf between Afghan music and Western music—especially in folk music—is wide, and besides, few of the students know any sort of music.

"Nevertheless, on the night of the concert, several hundred men filled the school recreation room. Dave Fleishhacker of San Francisco (another teacher) and I perched with our guitars on the only available platform: the Ping-pong table.

"An Afghan acquaintance of ours introduced our program in Farsi. From the response of the audience, I would suspect that his 10-minute eulogy on the Peace Corps could match one of Sargent Shriver's for enthusiasm and emotional appeal.

"I don't know what did it, the introduction or the novelty of our music, but the Afghans seemed thoroughly to enjoy the songs. They laughed at our less-than-perfect Farsi introductions, finding our explanations of the stories related in the songs very droll (perhaps they gained something in translation).

"After a few songs, we had requests from students familiar with a few songs in English. Although momentarily taken aback, we managed to fill requests for *Twinkle, Twinkle, Little Star* and *Row, Row, Row Your Boat* with our customary virtuosity.

"The real success of the evening though, came from our inducing the audience to participate in several songs. *Goodnight, Irene* was the big hit.

"The audience soon discovered that in tough songs like *Three Blind Mice* they could clap where they couldn't sing. At one point, a man jumped up and said, 'I want to sing,' and proceeded to make up and sing two songs with great enthusiasm and some talent.

"Our finale was met with much applause and hand-shaking. Our own students of English had gained a new conception of us, and many of the other students who would be going home to the provinces after the winter session would take with them some idea of the Peace Corps. We hope we will have more opportunities like that."

RELAXING ON CHARPOY (Afghan bed), Volunteers Rosalind and Robert Pearson spend a spare moment with their cats. Both Rosalind (Malibu, Cal.) and Robert (Detroit, Mich.) serve as English teachers at Ibnicenna School in Kabul. Note Mrs. Pearson's warm—and decorative—Afghan stockings.

SAMOVAR SERVES boiled drinking water to Jill Rindelaub (standing) of Mankato, Minn., and Janet Mueller of Kearney, Neb., two of five Volunteer teachers in Afghanistan.

UNDER FLEECE HATS, teacher David Fleishhacker (right) of San Francisco and a student at Darul Mo-alimin School discuss an English problem.

HELPING HANDS are offered by Dorothy Freed (center) of Waterloo, Ind., and Dolores Niccoletti of Bristol, Pa., as Afghan physician examines young patient. Below, Dorothy Luketich (second from right) of Armonk, N.Y., serving at Masturat Hospital, tries to coax a colleague into smiling for the cameraman.

GALA CELEBRATION took Volunteer Carole Sojka of San Francisco to a village not far from Merca, in the East African Republic of Somalia, where Carole and her husband are serving as teachers.

Somalia Speaks English, Italian, Arabic—and Somali

Report From South

George Bond, of Springfield, Pa., is teaching at Collegio Professionale Agrario, in Genale, Southern Somalia, East Africa. He graduated from Temple University in 1958 and was a reporter for the *County Ledger*, Newton Square, Pa., for three years before entering the Peace Corps.

By George Bond

The Peace Corps program in Southern Somalia was slow in starting. A complex of housing and teaching problems dogged us for three months after our arrival last Aug. 1 at Mogadishu, the capital of the Somali Republic.

In spite of high-level negotiation, housing and job assignments once set were upset, and most of the Volunteers in Southern Somalia—originally 10—were reassigned.

These complications kept us from establishing a routine for months and kept that bugbear of expatriate living—culture shock—at bay. It came for most of us as an unwanted Christmas present. By mid-December the minor problems of settling in a new area were solved and the glitter of tropical living had become old hat. The real problems—isolation, job frustration, and lack of communication—were left.

Before long, we began to conquer these problems. Each of us now has a full teaching schedule, ranging from 15 to more than 30 hours weekly. In addition, there are many outside projects going. Boris and Carole Sojka (San Francisco) run classes in singing and dancing in their home, and Boris is making a picture book of Merca life.

Thom Ris and I, with the help of some United Nations experts, are organizing a community-development committee in Genale. Thom, of San Francisco, is also organizing a glee club and English library at his school.

Language-learning takes up much of our time. Southern Somalia used to be Italian Somaliland, and Somali and Italian are the common languages; English speakers are rare. The Somali we learned in training has been invaluable in making friends, and most of us are learning Italian on our own for easier communication.

The value of knowing Somali was demonstrated one evening in Mogadishu. Two Volunteers were talking with another American outside the Peace Corps office. A Somali boy joined in the conversation, talking partly in Somali, partly in Italian. The boy switched to all Somali and began telling about his family's "car-watching" business at the University Institute, across the street.

By luck, his monologue virtually duplicated one of the tapes used in our New York University language classes, and the two Volunteers were naturally able to follow the conversation easily and reply in good Somali.

The other American was lost and kept asking questions in Italian. Finally, the young Somali asked the other American why he couldn't "speak Somali like the Peace Corps."

Most of our time is spent in teaching and in lesson preparation. The common complaint is "no books." Most of us have circumvented the problem by making our own lessons and copying them—by using duplicating machines, if available.

Most of the teachers brought their own battery-powered tape recorders, which they also use extensively in class. Using the duplicated lessons and the recorded drills, we are able to give our students a fair course in English, but one less good than would be possible with textbooks.

"*Non c'e*-ness" (*non c'e* is Italian for *there isn't any)* is another common problem. It seems that at least one important thing is *non c'e* each day. Monday it may be water, Tuesday electricity, Wednesday meat, and so on.

For these occasions we have no solutions but to scour the community for the local water-seller and his donkey, break out the oil lamps, and eat vegetables.

Yet all these complications and problems do not obliterate the over-all success of the project. To balance routine feelings of "Just what am I doing here?," there is the sheik who comes into the classroom to thank you for coming to teach, and the woman you meet on a path who demands that you start classes for women in this, a Muslim country, where women are notoriously shy around men.

And best of all, there is that glorious moment when one of your students discovers how to use *do* to ask a question. And asks it.

Report From North

Robert Laird of Los Angeles, Cal., graduated from Yale in 1959. He was a reporter for the *Star-News* in Culver City, Cal., for a year before entering the Peace Corps. He teaches at Intermediate School for Boys, Gebiloh, Northern Somalia, East Africa.

By Robert Laird

In the Northern Region of Somalia, 33 Volunteers are widely scattered, teaching in various intermediate boarding schools. We were prepared to teach English, science, mathematics, and industrial arts, but many of us have gone on to teach history and geography and other subjects.

English is the official teaching language in this former British protectorate, and one of the goals of the project is to raise proficiency in the language.

The desire to learn English stands high among the people here, and Volunteers like Larry Bourassa (Lincoln, N.H.), Mike Moss (McAlester, Okla.), Emerita Latkovski (Louisville, Ky.), Marty Kaplan (Queens, N.Y.), Randy Blair (Salinas, Cal.), and Anne Petitjean

(Continued on back page)

NEWS FROM

VITA

VITA (Volunteers for International Technical Assistance) is a nonprofit organization of American scientists and engineers who assist persons working to raise the living standards in other countries. The services of VITA's experts are free.

Peace Corps Volunteers and other persons working abroad who are confronted with technical problems beyond their ability to solve are invited to write to VITA for assistance.

Should you want technical help, make clear in a letter to VITA the nature of your problem, the social and economic factors involved, what materials or resources are available, and the level of skill available. VITA's address is 1206 State St., Schenectady 4, N.Y.

PEACE CORPSMEN'S PROJECTS

140 WATER RAM and (178) WATER-LIFTING DEVICES (Colombia) — VITA's Loren Sadler sent information on hydraulic rams to two Colombia PCVs. However, there are import restrictions there. Possibly available rams can be modified or design for handmade ram can be supplied.

168 MICROPROJECTOR (Ghana)—VITA has sent PCV George Coyne manuals of chemistry demonstrations. Coyne's modifications of other materials sent resulted in successful microprojector giving a good image, suitable for class use at night.

198 CEMENT-MIXER AND CRANE (Peru)—VITA's Dick Hunger has sent PCV Leon Haller a preliminary answer to his request for a simple cement-mixer design.

202 PORTABLE GENERATOR (Peru)—Paul Halfpenny of VITA's Los Angeles Chapter supplied PCV David Goetzinger information on motor-generator unit.

204 MILK RECONSTITUTION (Peru)—PCV William Fitzpatrick writes that VITA's John White of the Institute of Food Technologists suggested circulation system to mix small amounts of powder rapidly and thoroughly with hot water. Fitzpatrick now bases operations of a small plant on this system.

211 RAISINS and 213 RICE HUSKS (Dominican Republic) —Dr. Novak of IFT wrote PCV Wesley Stewart on processing raisins and on uses for waste rice husks.

218 EUCALYPTUS LUMBER (Peru)—A comprehensive volume on eucalyptus has been obtained from England and is being sent to PCV John Bardsley.

219 ANIMAL-POWERED WELL-DRILLING (Peru)— VITA's Dan Johnson wrote PCV Tom Dunne on various methods for digging wells. New Holland Chapter will supply further information.

221 CO-OP INFORMATION (Peru)—Bernard Kofsky of the United Nations Bureau of Social Affairs sent PCV Dunne publications on producer and consumer co-ops.

225 SUGAR-CANE TOOLS (Iran) — PCV Joseph Teller wants to cut canes into horizontal and vertical pieces. Asks how to make or where to buy appropriate tools. VITA participant Dr. Liljedahl of Silver Spring, Md., and Peoria (Ill.) Chapter assisting.

226 BAMBOO FURNITURE (Iran)—PCV Teller also asks how to use bamboo strips for construction of furniture and other items, using either hand tools or machine for sectioning work. VITA's Milton Wend has also sent requested facts on plant and cultivation practices.

230 PLOW (Brazil)—PCV Merrill Wittman asks information on how to build a small, two-ox plow that can cut four-inch furrows in rocky soil. He also needs information on plow designs including moldboard shape, and types of steel to use. Two VITA volunteers are being asked to help him.

231 SLAUGHTERHOUSE (Brazil)—PCV Wittman also asks for design for slaughterhouse with a capacity for four head of cattle per day. Institute of Food Technologists will advise.

232 REFRIGERATOR-REPAIR SHOP (Brazil)—PCV Wittman asks how to get Freon in and out of a refrigerator under the proper pressure. VITA's Frederic Carlson taking action.

233 DRILL RIG (Brazil)—VITA's R. G. Koegel supplied description of hand-drilling rig for PCV Wittman.

235 WATER AND SANITATION SYSTEM (Honduras)— PCV Kent Myrick wants to install a water and sanitation system in his community. At present people draw drinking water from open wells and have no latrines. VITA's Dr. A. L. Simon assisting.

236 WINDMILLS (Peru)—PCV John Bardsley wants to use trade winds to pump water and run small machinery in building of furniture of eucalyptus wood. Several VITA members at work on problem. PCV Tom Dunne in Lima, Peru, also working on windmills, should contact John Bardsley at O. Munoz Najar 203, Arequipa.

237 COTTON CLOTH PRODUCTION (Brazil)—PCV Wittman wants to start a small cloth industry. Cotton is available but information is needed on textile machinery. VITA's Gerald Carlson assisting.

238 VILLAGE WATER SUPPLY (Dominican Republic)— VITA's New Holland Chapter assisting PCV Bernard Isaacson who needs means to lift water 180 feet without electric power.

239 RICE HUSKS (Dominican Republic)—PCV Isaacson wonders if paper can be made of rice husks. Institute of Food Technologists assisting.

240 BRICK KILN (Dominican Republic)—VITA's William Glenn will assist PCV Isaacson to learn how to build a small kiln for firing adobe or clay bricks.

241 TOMATO JUICE (Dominican Republic)—PCV Isaacson also interested in a simple way to manufacture and bottle tomato juice. IFT's Bob Baylor supplied information on various methods for household and for small commercial plants.

242 PUMP (Philippines)—PCV Foster Wiggins wants advice on construction of simple water-lifting device, using bamboo, wood, rope, scrap metal, and some old bikes. He wants to lift water from a river to the top of a 30-foot bank, and pump it 200 yards to his school. New Holland Chapter's Water Lifting Group will work on this.

245 TREE BARK (Honduras)—PCV Ruby Ely is being assisted by VITA's Dr. Millard Zeisberg, textile fibers expert, to find lining to prevent disintegration of tree bark used in making straw hats.

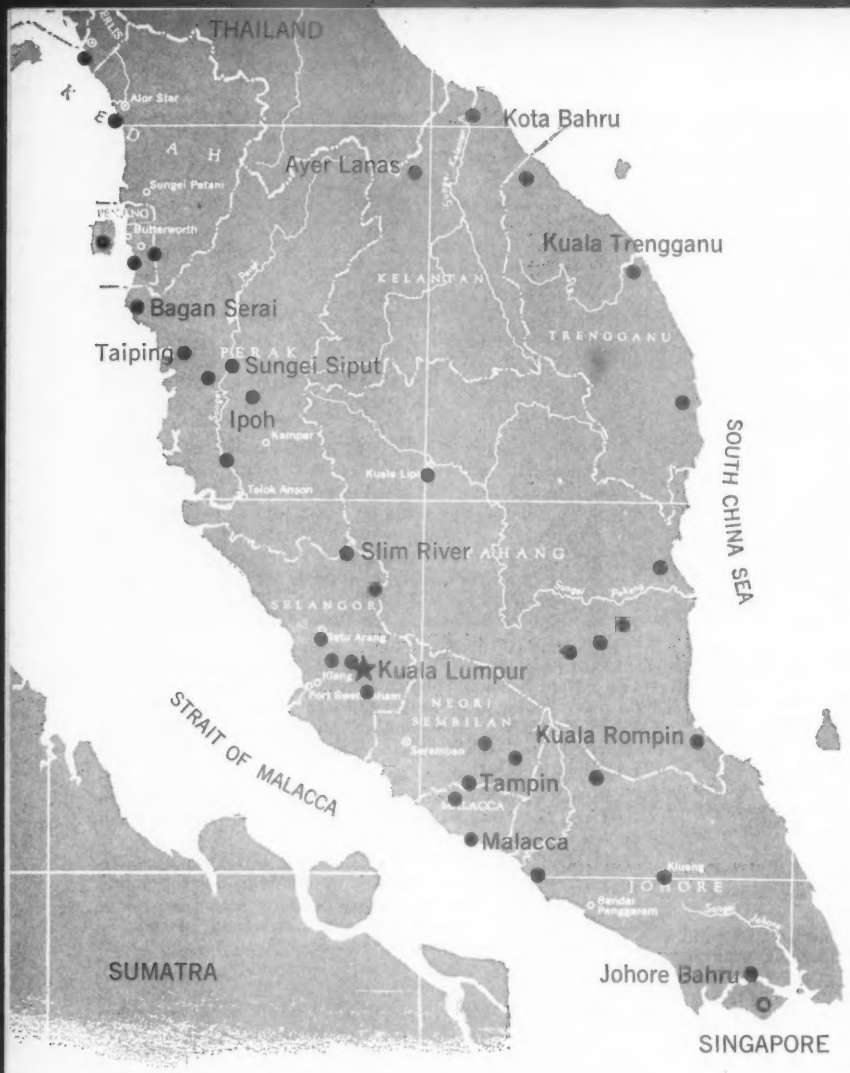
247 RUST PREVENTION (Jamaica)—PCV Anthony Braidic wants a process for galvanizing or weatherproofing steel for use as "burglar bars" which would be exposed to sea air of high salt content. VITA's Rochester group assisting.

251 THERMOS (East Pakistan)—PCV Saint plans to teach villagers use of a solar cooker. Since the 4 p. m. sun is too weak for cooking, food must be cooked in early afternoon and stored until dinnertime. He asks directions for type of container to keep food hot for several hours. Handbook entries on two types of fireless cookers were sent to him.

252 WELL-DIGGING (East Pakistan) — New Holland Chapter also advising Saint on inexpensive methods for digging open wells 50 feet deep. At present, two-inch tube wells are drilled, using pipe and hydraulic action.

253 RICKSHAW BRIDGE (East Pakistan) —PCV Saint wants to construct small bridges for foot, cycle rickshaw, and cycle traffic. Rochester Chapter assisting.

255 SPINNING (Peru)—PCV Robert Purser seeks inexpensive spinning wheels or machinery, since machine-spun alpaca and wool are too expensive for weavers to buy. VITA's John Krasny sent information found for PCV Ronald Atwater in Colombia. Prof. Burtt of Lowell Institute of Technology assisting further.



● Dots represent location of Volunteers

0 20 40 60 80 100 Miles
0 20 40 60 80 100 Kilometers

MALAYA

Prosperity and modern advances conceal the shortages of middle-level skills and the reasons for Peace Corps programs.

By Lewis Butler

Lewis Butler is Peace Corps Representative in Malaya. He is a graduate of Princeton University and Stanford University Law School. He is presently on leave from law practice in San Francisco.

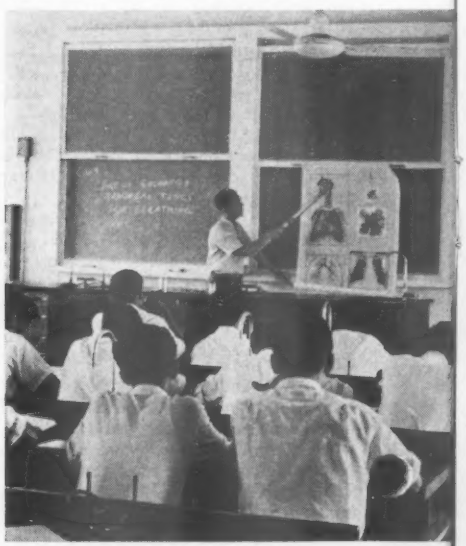
"It looks like the Merritt Parkway."

A visitor from Washington made this comment while we were driving down the main road from Kuala Lumpur to Singapore on our way to visit two Volunteers, a rural-health nurse and a secondary-school teacher. The route does look like the famed, garden-like Connecticut parkway, or at least like a two-lane half of it. The grassy shoulders are carefully mowed, often cut by sickle. You can drive 60 for miles past well-kept rubber estates, many of them replanted since the Japanese occupation. The first impression is of a country 500 miles long, covered with rubber groves as neat as walnut orchards and interlaced by parkways.

This is Malaya, a small country but the world's largest producer of tin and of natural rubber. Its relative prosperity can be seen in the roads and in hundreds of new buildings for schools, rural-health centers, the university, offices, telecommunications, Parliament, training institutions, and so forth. Much of this development came after four years of Japanese occupation and during 12 years of the Communist guerrilla "emergency." And it came in a country with seven million people of three entirely different races—Malay, Chinese, and Indian—that many skeptics said could not be unified into a nation.

Volunteer Benita Jorkasky of Altoona,

LECTURING ON BREATHING to biology class at Tuanku Abdul Rahman School at Ipoh, Malaya, is Volunteer John Hurley of Centralia, Ill.



Pa., describes her reaction to Malaya this way:

"During our training at Northern Illinois University in DeKalb, we kept hearing a phrase from all the area-studies lecturers. Each one would describe the situation of his field as it pertained to Southeast Asia by going into great detail about the hardships and great underdevelopment. However, half-way through the lecture, each one would then say, 'But Malaya is the exception . . .'

Peace Corps In Malaya

Malaya I: 36 Volunteers; arrived Jan. 12, 1962.
Malaya II: 31 Volunteers; arrived June 1, 1962.
Malaya III: 51 Volunteers; arrived Sept. 30, 1962.
Of the 112 Volunteers in Malaya, 63 are men and 49 are women. They are working in health (39 Volunteers), education (48), and rural development (25).

"How true! Here were pioneering Volunteers, all geared to roughing it in 'true Peace Corps style' only to find that Malaya is the exception to the 'normal Peace Corps country.' We do have hardships posts where a few Volunteers live with kerosene lamps and stoves and with the little shack 50 feet out back. There are the small *kampong* (village) posts where the monsoon makes travel through the flooded streets by sampan necessary. However, *these* are the exceptions.

"Normal living involves shopping for food from a large selection at the local market (some Volunteers raise chickens to cut down on the price of eggs). Volunteers' radios and record-players add to the cacophony of dogs barking, children shouting, and other radios playing Chinese, Tamil, Malay, or English programs. Volunteers ride busses or cycle on paved roads; get their mail daily; soak their clothes overnight to save energy in rubbing; and keep their beer cold in a fridge (electric or kerosene)."

Malaya's prosperity has centered around its miracle crop: rubber. Until recent years, most of the benefits of that prosperity went to cities. Now rural development is the key to the government's program to promote both economic and political stability. That 60-mph main road past the *kampong* has not affected *kampong* life much. Someone has to slow down in order to distribute the benefits of Malaya's development to the *kampong*, and this is what the Malayans are now doing and what the Peace Corps is trying to help. With luck, rubber will continue to support the economy long enough, despite the competition from synthetics, to make this development possible and to carry the country along while a more diversified economy can be evolved.

The two Volunteers who live off the "Merritt Parkway" are working in rural development. The nurse is assigned to a rural-health center, which, until her arrival, had no nurse—only buildings. She works with a Malayan midwife and hospital assistant, and together they are offering mother-and-child care to the *kampong* people there for the first time. Previously a qualified Malayan nurse stationed nearby covered this area, but only by weekly visits. Now that the Peace Corps nurse and a recently graduated Malayan nurse have been assigned to the district, the senior Malayan girl will help to train student nurses at Kuala Lumpur, the capital.

A few miles down the road from the nurse is the teacher. His school opened in 1958, a year after Malaya's independence came. Last year for the first time the school moved up from the junior-high level and started a fourth form, about equal to our second year of high school. This year it has a fifth form, which means that qualified graduates from this rural area can go on to pre-university studies or to the teachers colleges. The Volunteer is teaching math and science and is, except for the headmaster, the only university graduate on the small staff, although he probably will tell you that many of his colleagues trained at Malayan teachers colleges are better instructors than he.

Similar Story Elsewhere

In different forms and different settings, this is the story all over Malaya. The Peace Corps is here not in spite of Malaya's level of development but because of it. And because of the level of development, the skills of most Volunteers are being well utilized, perhaps at times even overtaxed. With money you can build classrooms and health centers, equip school laboratories, and buy machinery and heavy equipment. Malaya has done this, largely with her own

VISITS WITH YOUNG PATIENTS are part of job for Sadie Stout of Arkansas City, Kan. She is one of four Volunteers at Sungei Buloh Leprosarium, some 40 miles northeast of Kuala Lumpur. About 2500 patients are maintained at this hospital.

TESTING LINES on the face of Lunshoo Quarry at Johore Bahru is Volunteer Mike O'Rourke of Telluride, Colo. He is helping to train Malayans in drilling and blasting.

money and without U.S. aid other than a few small loans. But, the more you build, the more trained people you need, and time and teachers are needed to train people. So the Peace Corps is trying to help give Malaya the time and a few of the teachers.

There is another and larger aspect of Malaya. Half of the country, the eastern region beyond the central range, is underdeveloped. Here and in areas like it Peace Corps surveyors, engineers, heavy-equipment operators, soil surveyors, and foresters work toward developing hundreds of thousands of acres of jungle into what may someday be usable land. This is Malaya's frontier and an American looking at the vast expanses of jungle, stretching over four-fifths of the country, can be excused a touch of envy for the Malayans who have before them still the chance to shape so much of their country's future.

Challenge Hidden

In this prospect, there are great opportunities for the Volunteers, but the challenge is sometimes hidden. Benita Jorkasky sums it up this way:

"The challenge to Malaya Volunteers seems to be one of quickly falling into the routine of the job. This is not so easy as it may seem. True, schools are systematized but school libraries are almost nonexistent. Hospitals are set up but supplies are limited. Secondary schools are available but the above-average student may be hampered by a lack of money. In many tasks, a more efficient procedure is feasible but 'it has never been done that way before.'

Lesson in Patience

"So the Volunteer learns patience and perseverance. The nurse realizes that her skills may not be fully utilized but that her extra consideration of the patient is helping him regain health and that her actions may set an example to the other nurses. The forest surveyor knows that his map is sketchy but that with on-the-spot checking, he can catalogue future timber supply with reasonable accuracy. And when the teacher starts to bog down on the nightly routine of four different lecture preparations, he remembers a student's question which showed a little extra insight. The Volunteers learn that the Peace Corps-type challenge is present—only maybe a little more sophisticated and a little more hidden under the exceptions of Malaya."

Material for the Malaya section was prepared by an editorial committee composed of Volunteers Kent Keeth, Will Weiss, and Mark Francis.

"PROBLEMS FACING A LIBRARIAN" was one of the topics discussed at this tutorial session held by Volunteer Nancy Dalzell (center) of Dubuque, Iowa. She is a teacher of library science at the Malayan Teachers College in Penang, on an island off the west coast of Malaya.

Syllabuses and Ghosts

Peace Corps teachers in Malaya, like their fellow Volunteers in the fields of health and of rural development, find that they must adjust to new methods of work, new names and faces, and new social complexities. There are at present 50 Volunteers teaching in schools from Kuala Lumpur, the capital, to small, remote towns. Most are teaching science subjects—mathematics, biology, chemistry, general science, health science, and physics—and others teach vocational subjects, such as the construction of small buildings and the pouring of concrete. Some Volunteer-teachers, trained in scientific subjects, have discovered themselves assigned additional courses in other subjects lacking instructors. For example, Bob Bojanowski of Chicago, who has a master's degree in microbiology and chemistry, found himself teaching Lamb's *Tales From Shakespeare*.

When the Peace Corps teacher arrives in Malaya after training, he begins to confront many new features which in America seemed so distant. He finds that the syllabus becomes a part of everyday life, instead of a vaguely menacing myth to be coped with in the future. He is astonished to discover that students actually *do* rise to their feet when the teacher enters the classroom and that conducting laboratory experiments calls for considerable ingenuity. He fights frustration when hard-thought-out lessons are thrown into chaos by a series of unacademic questions.

Liz Kunst of Grand Rapids, Mich., writes:

"I'm currently teaching chemistry and mathematics and I can honestly say that most of the initial problems have been overcome. Education here is highly exam-oriented, and restrictions imposed by the set syllabus for every subject are so confining. Other initial adjustments which must be made: the respect for teachers, which is a bit overwhelming at first; the nightmare of matching hundreds of new faces with strange-sounding names; the challenge of improvising for laboratory work. But the curiosity of the pupils knows no limits and questions are often embarrassing: 'Why are there so many bad women in Chicago?' 'Did you vote for Governor Romney?' "

Comfort in Syllabus

On the other hand, John Thayer of Kalamazoo, Mich., finds the syllabus comforting:

"The syllabus is truly a sacred document in Malaya, as it is in all British-founded school systems. I have come to like this word so that my life seems more or less to center around it. I read it every day faithfully and the message printed inside, without fail, guides my daily life. Of course there are faults with this system, but there are also advantages in knowing what subjects the teacher must present during the year. Getting used to the proper use of the syllabus is one of the biggest barriers to the early success of the American attempting to teach in Malaya."

Stationed throughout the country, in large towns and small, teacher-Volunteers soon learn the limitations and the advantages of their own situation. Cities offer professional entertainment; villages offer the satisfactions of a quiet and uninterrupted way of life. Transportation is easier on the west coast; scenery

more breathtaking on the east. To many Volunteers, the east coast offers the nearest substitute for the imaginary tropical island that at one time or another is everyone's dream. Surprising to Liz Kunst is the discovery that Malayans are unwilling to be stationed on the east coast, and are eager to leave as soon as possible:

"Life in Kuala Trengganu is not without its trials and disappointments, but they tend to be forgotten. The occasional defeats in the classroom, the armed invasion of mosquitoes every evening, the frustrations of shopping on Jalan Kampong, China, the eternal battle with mildew, the incessant rains during the monsoon season, the endless waits for the ferries, the bitter cold showers daily —all have become very much a part of my life.

"Most disheartening are the complaints and discontent of a great many of the teachers here. Most of them consider Kuala Trengganu a hardship post and wait only for the day when they will be transferred elsewhere. I believe the greatest success of Volunteers on the east coast will be the example we can present to Malayans. The simple fact that we can live without the comforts and advantages of the west coast in order to work on a job that needs to be done—if we can encourage Malayans to do and support the same, then we will have been a small success."

Polyglot Population

The Malayan population, made up of Chinese and Indians as well as Malays, is polyglot. The confusion of languages presents its own problems. Although most Peace Corps teachers work in English-medium schools, a few have found it necessary to teach in Malay, the national language. All students speak the language in which classes are conducted, but often as a second language only. Thus on the school-ground, as well as in private life, the teacher finds himself in a swirl of different languages. Peter Kramer of Chicago puts it this way:

"The fantastic diversity of languages here surrounds me daily. My fellow teachers speak Punjabi, Bengali, Tamil, Malayalam, Mandarin, Hokkien, Hainanese, Hakka, Cantonese, Malay, and English."

Liz Kunst describes yet another language problem:

"I share quarters with six other teachers: one English girl, three Chinese, one Malay, and one Indian. Last week one of my Chinese housemates suddenly began speaking to me in Hokkien, realized her mistake, and hastily apologized: 'I always think of you as one of us. I've forgotten you're American.'"

Besides having to cope with languages, the Volunteer is confronted with the necessity of making minor alterations in his own native tongue as well. English-speaking Malayans, having learned the language from the British, are unfamiliar with many Americanisms, and they react to American pronunciations of *either, neither, clerk,* and *vitamin* as though they were being confronted by words completely new to them.

Several Volunteers have been active in setting up and teaching the use of amateur radio stations by Malayans. Some ham stations already existed, and two Volunteers, before their recent marriage, were able to keep in touch by means of two sympathetic Malayan hams. Teachers find that interest in radio is high, and some who do not teach radio as part of their classroom work have begun conducting evening classes for interested members of the community. John Thayer is one of these; he says:

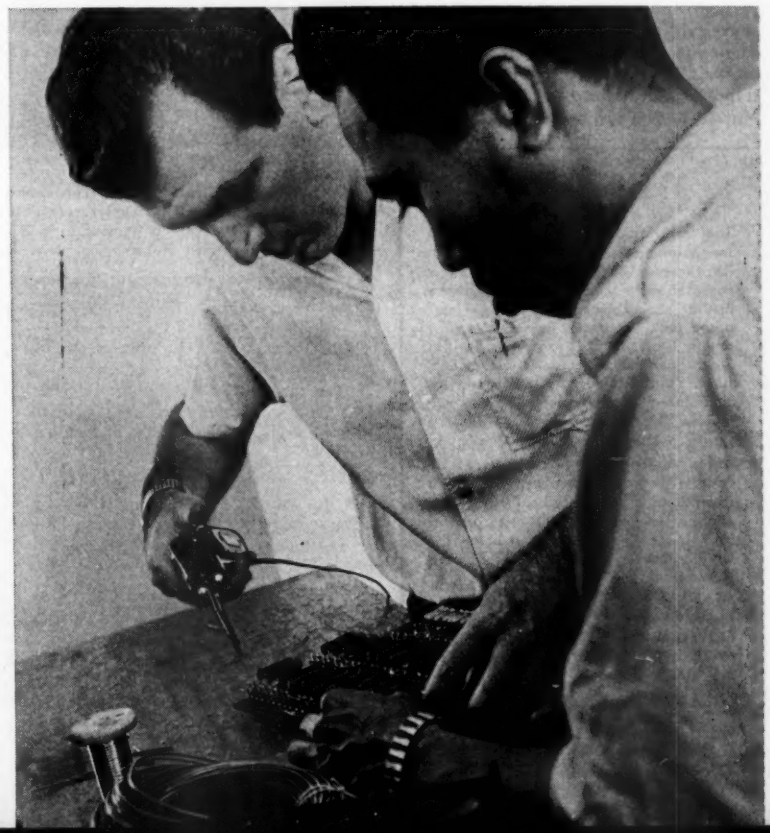
"When a few of my miniwave-inclined fellow teachers discovered I was a ham, they asked me if I would teach a radio class for them. I consented. We meet once a week in the physics lab for a theoretical and practical session. We are also eager to complete our school amateur radio station in the lab. Some of the schoolboys are becoming interested, too, and within a few years there will be a wave of radio hams on the east coast."

Like Volunteers elsewhere, the teachers find that the extracurricular work they do is often more effective in making friends of their students than is the classroom work they do. Coaching athletic teams, working with Girl Guides and Boy Scouts, conducting field trips up-river for botanical specimens, working to improve the school library, assisting academic and dramatic societies, and conducting review classes to keep the teachers busy, give them contacts with students and staff members whom they would otherwise know only on a professional basis.

All-Purpose 'Experts'

Many of the Peace Corps teachers in Malaya are taken aback to discover that, as "Europeans," they are assumed to be authorities on all subjects western. John Muth of Pompano Beach, Fla., was pleased but astonished to receive an invitation to a western-style barbecue. He was even more astonished to discover, upon arriving, that he was the only one present who knew the first thing about a barbecue, and that he was to serve as chef. Furthermore, the roast which he was to barbecue was still frozen, having just been brought from cold storage. The "barbecue" ended with the making of *satay,* a Malayan dish

USING AN ELECTRIC GUN, Volunteer Mark Francis shows a student how to solder resistor and transistor connections into a piece of electronics equipment. Mark, of Berkeley, Cal., teaches electronics at the Technical College in Kuala Lumpur, the capital city of Malaya.



prepared in somewhat the same way as barbecued beef.

"Anyway, they are still asking me to show them some American cooking. So far, all I've accomplished has been to introduce them to the poor man's hamburger," he says.

Like other Volunteers, teachers find that they are learning from Malayans at least as much as they are teaching. Local festivals, sports, handicrafts, and customs provide many opportunities for broadening mutual interests and understanding. There was no Peace Corps teacher at the Malay school in the State of Johore which recently suspended classes for a week because of the *hantu* (ghost) which persisted in frightening students, but Jay Carow of Evanston, Ill., a teacher of architecture at the Technical College in Kuala Lumpur, was told that his drafting room was haunted:

"There are numerous tales about the ghost of the drafting room. When a student not long ago was working alone at night in the room, he fled in terror from the sound of stools whirring behind him and a vision of a head followed by a decapitated body drifting toward him.

"My interest was further aroused when I visited a *kampong* 70 miles south of Kuala Lumpur. A Malay man, after finding that I was teaching at the Technical College, mentioned the ghost and as much as inquired about its health.

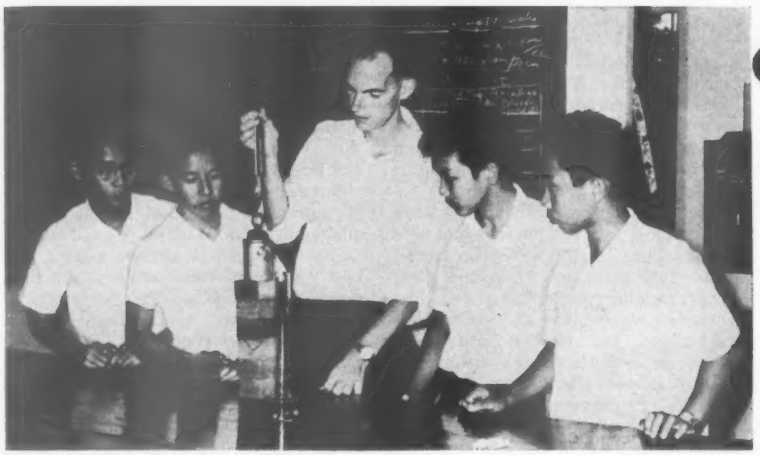
"The students still avoid the drafting room at night. When I brushed aside their stories of the *hantu* one student insisted, 'Even Christians believe in ghosts,' and another added, with great sincerity, 'You *must* believe in ghosts.' The eastern mind seems to think that we of the West lack perception when it comes to the matter of the *hantu:* as the Malays say, 'your heart lacks eyes.'"

Malaya Facts

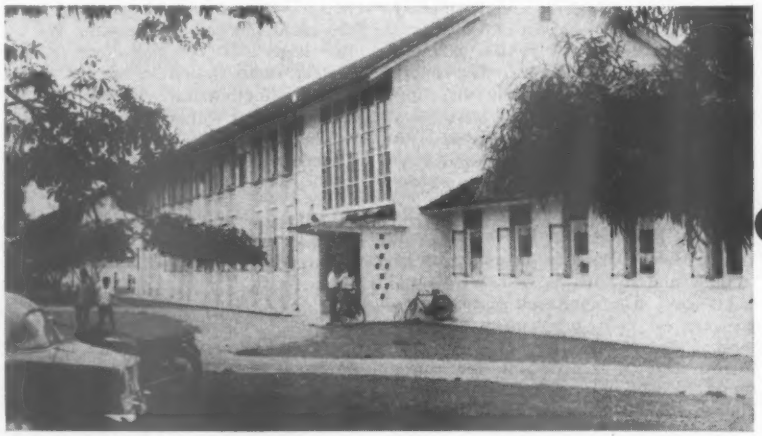
The Federation of Malaya received its independence in 1957, following about 75 years of British rule. It is now a constitutional monarchy within the British Commonwealth. It is composed of 11 states: nine sovereign Malay states and the former British Straits Settlements colonies of Penang Island and Malacca. (The island of Singapore, at the southern tip of Malaya, is self-governing.)

Nearly touching the equator, Malaya has a tropical climate characterized by uniform daily temperatures of 70-90 degrees and by exceptionally high humidity. Its economy centers around rubber and tin production, it being the world's largest single producer of both commodities.

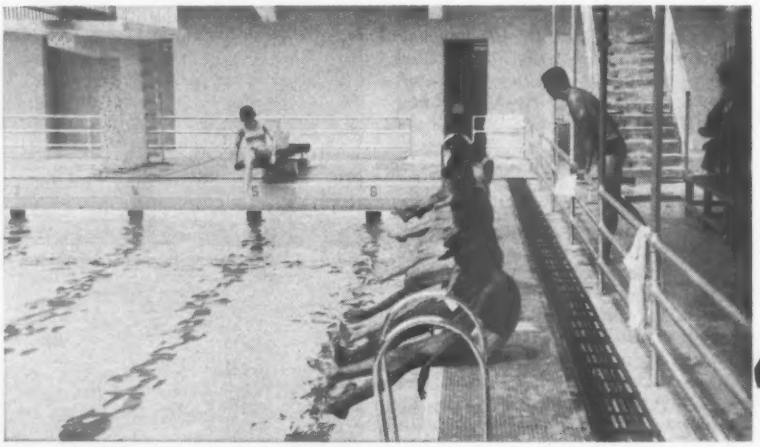
Malaya is about the size of the state of New York. Of its population of about seven million, 50 per cent are Malays, 37 per cent Chinese, and 11 per cent Indians.



DEMONSTRATING PRINCIPLE of Archimedes (that a body displaces an amount of water equal to its own volume) is Volunteer John Thayer of Kalamazoo, Mich., and some of his physics students at Sultan Ismail College, a secondary school at Kota Bahru. Volunteer Peter Kramer of Chicago also teaches at this school, of which a classroom building is pictured below.



SWIMMING LESSONS (below) were one feature of low-cost day camp held at Ipoh for 100 boys and girls during the winter school vacation. The camp site was the Anglo-Chinese School, which has—besides a new pool—a gymnasium and playing fields. Karen Pedersen (left) of Grinnell, Iowa., and Kirk Bunnell of Larchmont, N.Y.. were among 12 Volunteers who assisted at camp.



A New Slant on Health Care

Hospitals, Rural Clinics Occupy Volunteer Doctor, Nurses, Technicians

In the Federation of Malaya the health of the citizens lies in the hands of three groups: first, for many country people the village *bomoh* or witch doctor is the nearest and most trusted source of treatment; second, for relatively affluent city dwellers there are private practitioners and a few private hospitals; third, for everybody else there are the government health services, which are free to all government servants and available at modest cost to others.

By the end of the colonial period, Malayans already enjoyed an extensive hospital system and health services which allowed them the longest life expectancy in this part of the world. Since independence came in 1957, the government has concentrated on improving the existing facilities (a new maternity hospital costing the equivalent of $1.7 million was recently completed in Kuala Lumpur) and in particular is providing health facilities to remote rural areas previously without services. Last year, 10 per cent of the annual budget (equivalent to $350 million) was spent on health services throughout the country.

Services provided by the government include rural-health centers and subcenters, midwife centers, dental clinics, general hospitals, leprosariums, two mental hospitals, a tuberculosis hospital, and a number of research institutes. In almost every kind of service there is a Peace Corps Volunteer contributing work. At present, in Malaya the Peace Corps has serving as Volunteers one physician, 30 nurses, seven laboratory technicians, and one medical assistant.

Job Often Tedious

The jobs are often routine and tedious, but sometimes exciting. One Peace Corps Volunteer, Garry Combs, ranks high on the list of "image" jobs. Malaya has an aborigine population of 40,000. Tuberculosis, the major health problem, afflicts more than 10 per cent. To eradicate the problem, the government is X-raying every aborigine and treating all tubercular cases. Garry and his X-ray unit travel all over the country by truck, boat, plane, and helicopter seeking these hard-to-find people. Near Kuala Lumpur, at the Aborigine Hospital, nurse A. J. Porter (our Brooklynite who saw her first cow during Peace Corps training in the U.S.) tends convalescing patients, scrubs dirty heads, and teaches sewing and a language she calls English.

The nurses in Malaya are evenly divided into two job categories: hospital nursing and rural-health work. The duties of the hospital nurses are similar —with additions and modifications—to those they had in U.S. hospitals. Nurse Marilyn Billimek of Edinburg, Tex., reports her reactions to the differences:

"I really expected to be swamped with work, possibly even more work than in the post-operative intensive-care unit back home. Well, true . . . they are short of staff, but then they are also short of equipment. This leaves two alternatives, either you don't work or you get in a tizzy. A tizzy results from trying to find a piece of paper to send word to the lab for some test to be done, racking your brain to find a substitute for Kleenex, diapers, or toilet tissue, or tramping to four other wards to gather enough syringes to give 50cc of glucose intravenous in a hurry. The challenge lies in trying to keep from spinning your wheels."

ASSISTING in operation at Kota Bahru hospital is Mary McEnerney (third from left). She and Anne Hennessey recently opened a new clinic.

The initial problems of working in a Malayan hospital, such as getting by with two thermometers, insufficient linen, animals underfoot, patients on the floor, and their visitors on the bed, are quickly minimized; the fear of ruining the first effort at suturing is overcome; the responsibility of making a diagnosis is accepted; then the more difficult problems attacked.

Part of the cultural heritage of this region of the world is the value placed on individual life. The life cycle is readily accepted, sickness and death included. Understandably the medical services sometimes reflect this attitude. This state of affairs can be discouraging to a Volunteer nurse trying to give maximum care to every patient, but she can hope that her example will benefit others.

A less abstract medical matter is that of sterile technique, which is sometimes not observed because of a lack of equipment, sometimes because of a lack of understanding. Here again a good example is frequently useful. Other problems include learning to function in the British system, which makes nursing duties more supervisory and which tends to restrict social contacts between the Volunteer nurse and her co-workers.

To provide health facilities for the rural population, 114 rural-health centers and subcenters have been constructed since 1957. Staffing these centers is a major problem and often new centers must open with insufficient staff. Peace Corps nurses are eagerly accepting assignments to these centers and are enjoying a novel experience, as Ruth Clark relates in a separate article.

Nurse Duties Varied

The rural-health nurses' duties are varied. In Ayer Lanas, a land-development scheme in the northeastern jungle, nurses Anne Hennessey of Lawrence, Mass., and Mary McEnerney of Chicago have recently opened a new clinic. Mary comments:

"When our midwife takes time off, we have to handle any deliveries. So far, I've delivered three babies without any trouble. Because I've never done it before, delivering a baby is in itself an experience, but delivering one in a Malay home adds something to the general chaos.

"The women have their babies while lying on the floor, thus making any movement on my part awkward. But then, there is no danger of dropping the baby."

Margaret Balfe, of Pittsburgh, Pa., has had a similar experience:

"A couple of weeks ago I delivered my first baby in a *kampong* house—the mother lying on the bare plank floor and me in a squat position. Oh, for a sterile delivery room—or even a pair of gloves and a mask."

The nurses find that often they are expected to function as junior doctors. Mary McEnerney writes:

"We also sew up lacerations, but any other surgery we send to the hospital. Recently, I had to suture a crocodile bite. They caught a crocodile in our river and for some reason kept it in one of our four stores in town. An eight-year-old boy went to the store to buy something, and whammo! the crock got him by the leg. We later found out that some people believe crocodiles

were once men and will not harm them. After the accident, they did tie up this one's mouth."

At Kuala Rompin, on the east coast, a new health center has just been opened by two Peace Corps Volunteers, Dr. Murray DeArmond of Indianapolis and Nurse Dona Boyce, Stillwater, Okla., and three Malayan colleagues. Dr. DeArmond will give outpatient treatment to the 50,000 people in his district while Dona will concentrate on mother-and-child health services.

In addition to these kinds of nursing, there are Peace Corps nurses in the special fields of teaching and of yaws control. Four nurses are doing leprosy work, three of them at the Sungei Buloh Settlement, near Kuala Lumpur. This is a complete community centered around a leprosarium for 2500 patients.

These days a medical diagnosis is incomplete without laboratory tests. Hospitals in Malaya are equipped with laboratories in which the types and number of tests vary greatly with the equipment and the staff capabilities. There are five laboratory technicians assigned to hospitals (one technician is working with a CARE-MEDICO unit) in an effort to maximize the use of equipment. In a separate article, laboratory technician Cynthia Erskine reports considerable progress.

Two more technicians are assigned to research units in Kuala Lumpur: one to the Malaria Eradication Pilot Project and the other to the Nutritional Department of the Institute of Medical Research, a government-sponsored organization studying tropical diseases.

Volunteers doing health work, like most other Volunteers in Malaya, live in comfortable quarters. Only a few are without electricity, running water, or an inside bathroom. Malaya is prosperous but there is plenty of work.

Small Talk Comes Before Health Talk

Ruth Clark of San Antonio, Tex., is a nurse assigned to the Rural Health Clinic at Sungei Siput, in northwestern Malaya.

By Ruth Clark

For work here in mother-and-child health, we hold weekly or monthly clinics in each of nine villages within an area 22 miles in diameter. In these clinics we examine pregnant women and pre-school children. Each clinic has one or more midwives assigned to routine births.

A staff nurse (roughly equivalent to an American registered nurse, but having midwifery training) is in charge of each main center, and the midwives have small stations within the district. The staff nurse is responsible for examining mothers and children, and advising on hygiene, nutrition, and other health matters. Patients with complicated cases are referred to the hospital—if they will go. Since the health clinics do not supply medicines other than vitamins and aspirin, any illness must be referred either to a nearby hospital (if there is one) or to a clinic run by a hospital assistant trained as a male nurse.

Child-Care Program

In our clinics we follow the newborn as closely as the mother will allow for the first year, and less closely until the child enters school. We recommend care, proper hygiene, and nutrition, and we try to give inoculations against diphtheria, smallpox, tetanus, and whooping cough. There is an increasing emphasis on a BCG (tuberculosis preventive) program in Malaya, where tuberculosis is relatively common.

Many clinics have large vans to haul staff and equipment to and from outstation clinics. Our clinic is not quite so lucky; in fact, our 1934 Ford Prefect (which will be replaced, we are promised, when it grows old) makes a Volkswagen look like a limousine by comparison. Into this vehicle we pile ourselves and our equipment in a manner which would do credit to the clown-car act in Barnum & Bailey.

Arriving at the clinic site, we pry ourselves and our equipment out of the car and work our way through the gathering of starry-eyed children. Their curious eyes do not leave us for a moment all the time we are there. We spend several hours examining and advising mothers and their children, and making friends by sticking little children with needles.

Language is a constant and interesting challenge. We have learned enough Malay now to function quite well in clinics and to make a good try in other circumstances. But since many of our patients speak only Tamil or one of six or seven Chinese dialects, we must often work through a Malay-speaking Chinese or Tamil interpreter. This makes diagnosing and advising an interesting exercise, indeed.

When not holding clinics, or on those days when business promises to be slow at the clinic, we make house calls.

On our arrival in a village most of the mothers from houses close by crowd

PACKING UP CAR for one of their periodic trips to hold mother-and-child clinic at Tapah Road, Perak, are Volunteer Ruth Clark (left), a Malayan attendant, and Volunteer Joyce Miller of Chicago. Some nurses have trucks for clinic visits, but Ruth has use of a 1934 English Ford.

around, the group growing by the minute. At length the mother in front of whose home we happen to be standing will timidly suggest that we "go up." We accept with a flourish and we are followed by all who have collected about. Soon, mothers from all over the village crowd in with their children, each greeted by hand-shakes all around.

Crowds a Help

This village custom of gathering whenever a visitor arrives is a real help in our work. When the talk does finally come to health problems, the words fall on many ears. Persuading the first mother to come to the clinic is the hardest part. She then helps to spread the word until it becomes a fad to receive a vaccination or whatever she has received. Since we have nearly 50,000 people in our clinic district, fad-following helps us greatly.

Visiting houses in this way is to me real public-health nursing. On seeing the home, we can better evaluate the needs of the patient and the family, and thus give better advice. I find real pleasure in talking with villagers. We sit on the floor of the chairless room drinking sweetened tea and talking. Conversations are limited somewhat by my halting ability with Malay, but the more talking we do, the easier conversing becomes. Often these visits end with no mention of the clinic beyond my remarking that I work there and that they are welcome to come. Eventually, I find that the mother has a question or two which will lead easily into health talk. By this time I hope that she views the answer as coming from a friend, rather than from just the "American missy."

CUB SCOUT MEETING at Alor Star, Kedah, brings display of ship model to pack run by Hugh Zimmers of Twentynine Palms, Cal., and Rita Franzone of Chicago. Rita works as rural-health nurse, and Hugh works in design and construction of urban and rural schools in the state of Kedah.

Wet-Foot Harvest

Volunteer Margaret Balfe of Pittsburgh, Pa., is a nurse assigned to rural-health work in Tampin, in the state of Negri Sembilan.

By Margaret Balfe

Finally the long-awaited day arrived. Today I was to get my chance to "help" in the padi harvest (*padi* means *rice*, and also the field it grows in) and really visit, nonprofessionally, the family of my good friend Salam, who works for the clinic.

I had come to know his family very briefly because I had helped deliver his fifth child in their home, and several times a week, on our way home from the various subcenters, he stopped our van near his home to pick up his meal of rice and curry. At these times his family usually came out to the road to greet him.

I had been asking him for weeks if I could "help" in his field when harvest time came, and always he would laugh and put me off with excuses: leeches, too much mud, sharp plants, harvesters couldn't wear shoes. Finally, with the help of other friends on the clinic staff, I talked him into it.

As I arrived at the roadside where the path leads to Salam's *kampong*, his wife, Bongek, came forward and spoke, though she was obviously shy and self-conscious. The children, as is usual with Malay childen, were very shy, wide-eyed, frightened, and fascinated by my every move and word. They shrank away if I tried to approach them.

We all walked through the coconut palm, banana, and rambutan trees to their house, about a quarter-mile from the road, took off our shoes, and went up into the house.

I was introduced to his grandmother, who really owns the place, this being a matriarchal society. She is about 80 years old, with mouth and teeth, what is left of them, stained red from chewing betel nut.

Salam lives in a typical *kampong* house with plank floor, thatched roof, and no furniture, electricity, or water. The place was scrubbed spotlessly clean. Running all around were chickens of all sizes and colors.

First the family presented for my inspection their pride and joy, the new little girl whom I had helped deliver just 43 days ago today.

An Elaborate Meal

They then produced an elaborate and delicious meal consisting of chicken curry, fish curry, a large variety of vegetables. And, of course, the rice . . . not ordinary rice, I was informed, but rice harvested the day before. The chicken was from their flock, slaughtered according to Muslim rites by Salam, especially for this "occasion."

In Malay fashion, the dinner had been planned for only Salam and me (the guest). I asked that the rest join us, and was pleased that they did so quite willingly.

As the meal progressed and we talked (I was struggling for my best Malay), I could feel their tension lessening. They had been worried that I would not appreciate their food or that I would mind the lack of eating utensils.

From time to time Salam remarked on matters that he thought might catch my attention, such as "this house is not pretty" or "the well is not very good." His reasons were transparent: not only was I a "rich American" accustomed to luxury but also I was a nurse, constantly preaching sanitation in the *kampongs*.

After the meal and a tour of the grounds, in which the various points of interest—vegetation or chicken house—were pointed out to me, we started for the field.

Of course, the numerous neighbors, knowing what was going on, called out greetings to me and questions to Salam's wife: "How much did she eat?," "Really? With her hands?," "Are you really going to let her harvest padi?"

We walked through the beautiful

woods and river beds and emerged to see golden padi waving in the breeze, stretching ahead for miles and bordered in the distance by jungle-covered mountains.

In their field, Salam's wife gave me a brief lesson and I was on my own. They stood briefly watching and laughing, and then started in to work. The sun was hot, the work was good, and I liked it. Now and then people came by and asked the equivalent of "What on earth is she doing there?," laughed, and went on.

The three of us carried on a pleasant conversation as we worked, shouting over the padi, which was shoulder high. We talked about the work, the children, and various people we know nearby. The children came nearer and made whistles from the padi stalks, providing us with "music to harvest padi by."

After a few hours Salam insisted that we quit, and as we walked back, to the house, the children grabbed my hands and tugged at my skirt, the first time in my three months in Malaya that Malay children had seemed unafraid of me.

They pulled me here and there to see this and that plant, bush, or flower. I asked many questions, so glad was I to see them open up. They took great pride in teaching me Malay words.

After many goodbyes and thank-yous, I walked out to the road, arms full of plants they'd given me, to wait for the bus. The children and Salam came with me, and we talked, laughed, and played. Not long before the bus came into view, the oldest daughter, aged 10, who studies English in her Malayan school, pointed across the road and said in English, "I go to that school." Very pleased and surprised, I praised her highly as Salam looked on proudly.

When I arrived back at the clinic, a package from a friend in the U. S. awaited me. It contained a skirt I had left at her house last September — a hundred years ago. Shades of another world, almost forgotten on a day like this.

PATIENT of nurse Ruth Clark at rural clinic is this Malayan woman of Indian ancestry. She is having blood-pressure and hemoglobin tests.

Evolution in the Lab

Cynthia Erskine of Wadsworth, O., is a laboratory technician assigned to the General Hospital at Kota Bahru, in the northeastern state of Kelantan.

By Cynthia Erskine

About two months ago at the laboratory I received a call from one of our hospital's doctors.

"How long will it take me to receive the results of a blood urea if I send the patient up right now?"

"About 35 minutes," I replied.

"What?" he said, "I thought I'd have to wait at least three days."

Then he added something which made us all feel rewarded.

"That's terriffic! It's the best service I've had in Malaya."

This may sound as though we are bragging, but if you read further you will understand.

Up on the northeast coast of Malaya where our 500-bed hospital is located, the lab work for the whole state is done in one room. It is not a big room, and as labs go, it is short of equipment I used to consider essential.

Now I know that many things are just frills. Hematology runs beautifully on six white pipettes, a microscope, two red pipettes, some slides, a dozen sed-rate tubes, and a half-dozen loematacrit tubes. It can run faster with more, but we manage.

Improving the System

In spite of a few inconveniences, we have been able to make improvements through our own ingenuity.

In the U. S. there is a system for collecting blood for chemistry. Requests are submitted one day and the patient is kept fasting from supper time of that day until the following morning. Then a technician goes to the wards and collects all the blood samples and takes them back to the lab. By 9 a.m. the lab has a good idea of the day's work.

Here the situation differed. Chemistries were drawn by the nurse. If the doctor made rounds at noon and ordered lab work, the lab was likely to receive blood at 1 or 3 p.m. Since the nurses lack lab background, they had to send someone for the proper container and for instructions for how much blood drawn under what condition. Needless to say, chaos reigned supreme.

My colleagues and I drew up a paper entitled "Procedures for Drawing and Submitting Speciments to the Laboratory." Days were assigned for running of chemical assays, i.e., liver-function tests three times a week, glucose tolerance by appointment, miscellaneous tests on other days. We explained why scheduling would enable us to increase our efficiency and would in turn assure the staff of faster results.

A list was made for the amounts of blood to be drawn, the containers necessary, and the conditions under which bloods should be drawn, i.e., clean dry syringes for chlorides, CO_2 combining powers under paraffin. We said that all blood had to be in the lab by 10:30 a.m. Anything ordered after that time had to be taken the next morning before the patient had eaten. Emergency work could, of course, be handled at any time.

Scheduled Approved

The chief medical officer approved the schedule and made it standard procedure. During the first week, however, the wards tended to ignore the schedule. So we sent specimens right back with a reminder of the schedule.

Since usually one person does chemistry, we have a long rack of tests tubes, each tube marked for a specific reagent and with these test tubes sit the pipettes. To speed up the recording of results, we've had rubber stamps made of all assays, hematology included. Now we just fill in the results as on American lab-request slips.

We made a pipette cleaner by fitting a distilling apparatus to the water tap. Fitting rubber tubing to the opposite end of the distilling apparatus gives the same effect as a Richardson pump: the suction provided is strong enough to clean red-cell pipettes.

A small electric hair-dryer enables us to dry our slides quickly—a boon during the rainy season.

These are all small improvements, but the sum has enabled us to increase lab output by 900 per cent in a year.

None of these ideas was readily accepted. But after a while ideas take hold and bring forth other ideas. Then follows pride in the work, and after that, everything is fine.

KEY TO THE FUTURE of 13,000-acre Bukit Laggong Forest Preserve, about 50 miles north of Kuala Lumpur, comes not from reading teak leaf but from scientific survey of area's potential. Volunteers George Craciun (left) of Indianapolis and Philip Noyce (center) of White Plains, N.Y., are foresters surveying timber resources, and Bill Null of Bridgeton, Mo., is surveying soils to determine which land should be cleared for farming.

Rural Development Pushes Onward

The term *rural development* encompasses a broad scope of activity and the 24 Volunteers engaged in rural development in Malaya accordingly encompass greatly varying assignments. Most are working in the Public Works Department, assisting in Malaya's huge transportation-development program. Road surveyors, heavy-equipment operators, quarry workers, and field engineers find themselves sweating in the tropical sun, pushing roads through virgin jungle to provide access to town markets for the many rural Malayans. Architects working in PWD are designing and supervising construction of schools, health clinics, and community buildings.

Similar work is being done by the three engineers and surveyors in the Drainage and Irrigation Department. Their work is directed primarily toward improvement of farming conditions in Malaya, which now must import a large share of its principal food: rice.

A further contribution to Malaya's farming is being made by three Volunteers working in the Ministry of Agriculture. One is a veterinarian doing field treatment of farm animals, while the other two are working in agricultural-research stations and experimental farms.

The remaining four Volunteers are assigned to the Forestry and Agriculture Departments and are assisting in a federation-wide soil-and-land-utilization survey, which will result in a systematic program of agricultural and forest development.

Normally, of course, rural development is done in rural areas, but the Volunteers in Malaya find themselves in widely diversified living and working situations. Although a few carry on most of their work in an air-conditioned atmosphere, some are leading what must be considered as the simple life, and a report depicting such life comes from an engineer reporting on his new outhouse:

"Worried lest a tidal wave inundate my lavatory and render it useless, the platform was designed to give a freeboard of 1 foot 6 inches above the highest recorded flood level (Jan. 4, 1886), which resulted in a total height of 38 feet 6¼ inches above ground level. To prevent any cold drafts from striking me amidships at a time when I would be most vulnerable, and as a striking example of what can be done with modern metals, it was decided to clothe the structure in shiny galvanized corrugated metal. The resulting facade is something that brings a tear to the eye of an engineer, and even an architect would have to admit that there is something intrinsically wrong with the design.

"I live in fear that the structure will be struck by lighting. This might be a blessing, except that it would be just my luck to be in it at the time. As it is now, the latrine is a landmark, and planes have been known to circle over it presumably to get a fix on their bearings or possibly to get aerial photos of what may look from the air like a rocket shed."

Other Contributions

Although contributions of this sort to Malaya's development are only incidental, other contributions take on a completely different complexion. Frequently, Volunteers find themselves on an expensive construction project, with modern equipment, and what appears to be an efficient working schedule. But the illusion can be deceiving.

Bob Sherman, training heavy-equipment operators on a road project between Kuala Lumpur and Ipoh, describes his situation in the following terms:

"The equipment is good: 13 late-

MECHANIZED MOWING comes under the eye of Volunteer Don Yancey of Madison, Ind., shown here talking to tractor operator on 3000-acre co-operative dairy farm that Don is helping to organize at Batu Arang, in the state of Selangor. The farm is planning on a herd of 2000 cows.

model American bulldozers, a nearly equal number of 20-ton, self-propelled scrapers (Tournapulls), three draglines, and 20 dump trucks. Some of the operators are good, alert, and willing to learn. Others might be considered lazy and unwilling workers. But to judge them solely by our standards would be unfair and out of context. Malaya has a tropical climate: things move slowly.

"The problems of weather and terrain reacted predictably to our efforts. The human factors yielded to no such easy formulas. The operators, accustomed to working under men who had never operated equipment, had been able to employ gimmicks to stop the machines whenever they wanted a rest. Those in charge had to take the operators' word for all this. The result was that the operators worked pretty much when, where, and how they pleased, with only an occasional interruption when the engineers could get away from their busy schedule in the office for a trip to the field.

Little Pride in Work

"Manual labor was considered undignified. There was no special pride in a job well done, and 'more-money-less-work' seemed to be the motivating force.

"Anyone attempting to accomplish something in Malaya would have to reach a decision: he could be a good Joe and just go along with the system and perhaps make a few shallow friends for America, or he could try to help Malaya help herself by attempting to institute new methods and concepts, taking his chances on *perhaps* winning some *real* friends. Many areas of Malaya show evidence of really wanting to develop technically; we were invited here to help in that development. The decision was obvious.

"Initially, the operators resented the fact that I wasn't taken in by their various gimmicks. I would spend time on each machine showing trade secrets, but they soon grew tired, for it took extra effort. *Banyak susah* became their favorite reply to my suggestions. Literally it means 'much trouble,' but I soon realized it translated more accurately to 'It's a little bit harder than easy; therefore you aren't really going to insist that I do it, are you?'

"I tried to offset the lack of incentive by convincing them I would recommend for promotion those who worked hard and showed improvement, and that good operators would be able to find jobs after the Slim River road project was completed. I tried to instill competition and pride in workmanship by designating the 'Number One Operator of the Week.'

"On one exceptionally hot day I offered to spell off one of the operators. Employing various short cuts, I managed to make two trips to one of each of the other Tournapulls. The resting operator studied my actions carefully, and when he climbed back on, he duplicated my demonstration. He has been the 'Number One Operator' every week since."

Bob feels that the decision he made was the correct one. The "human factor" was the challenge and in accepting this challenge he not only improved the operation on the job, but won the respect of his Malayan colleagues.

'Animal Factor'

Besides the "human factor" the "animal factor" plays an important role in the work of some Volunteers. In a country where fresh milk is almost unheard of, Volunteer Don Yancey of Madison, Ind., is now assisting to establish a 2000-head dairy farm.

The Peace Corps' only veterinarian in Malaya, Volunteer Ann Brooke Holt of Minneapolis, Minn., is kept busy maintaining the health of farm animals near Malacca. Another Volunteer, Joanne Prescott, of Fayetteville, N.Y. described Brooke's routine:

"Her work is so fascinating . . . I'd love to accompany her. Great tales of sick pigs and goats, old men in Malay *kampongs* snorting when she dons her coveralls, great language battles (no word for *diarrhea* in Malaya), lost trips into the jungle on the motorbike . . . must be a priceless sight!"

Nearly four-fifths of Malaya is jungle. Although most Volunteers seldom venture into this *ulu* except on hikes or picnics, the four foresters assigned to the Forestry and Agriculture Departments spend a good share of their time in Malaya's forests. They and their Malayan colleagues study the soils and trees for a comprehensive land-use plan.

Much Land Tillable

Although much of the forest is essential and must be preserved for the timber industry, many acres now covered with wild undergrowth could support crops such as oil palm, rubber, and rice. To systematize the development of this land, Malaya is surveying its jungles to determine exactly which portions should be cleared and which should remain as timber resources. Volunteeers Dave Libby of Calais, Me., and Bill Null of Bridgeton, Mo., are surveying soil conditions in Pahang and Johore, two of the most densely forested states, while George Craciun, Indianapolis, Ind., and Phil Noyce of White Plains, N.Y., are surveying existing timber stands to determine their suitability as industrial lumber resources. Barring any disastrous encounters with the local wildlife, they will have their studies incorporated in the overall plan.

Progress—at 70 mph

Will Weiss of Reedsport, Ore., is a civil engineer attached to the Public Works Department in Kuala Lumpur.

By Will Weiss

On hot summer days back in Portland, Ore., our engineering office would become almost unbearable, and we would spend a good deal of time experimenting with our one fan to bring the maximum relief to the majority of our engineers and draftsmen. Wiping the sweat from my slide rule, I often thought, "This must be how it feels to work in an underdeveloped, tropical country."

Today I operate my slide rule in the cool comfort of a modern, air-conditioned building which houses the Public Works Department bridge-design office in Malaya's capital city. Frequently, when I step outside into a blast of humid, tropic heat, I reflect on my Portland experiences and think, "Wait a minute . . . which one is *really* the underdeveloped country?"

My modern office in Kuala Lumpur is fairly indicative of the whole PWD operation in Malaya. Soon after arriving I could see that in at least one sphere of activity—transportation development—Malaya was rapidly working itself out of the state of underdevelopedness, and in fact might have already "arrived." Eleven of the 112 Volunteers in Malaya are working on road and bridge construction, and we probably all had a similar first reaction: "What do they need me for?"

To begin with, Malaya's road system is one of the finest in Southeast Asia; apparently government planners have correctly judged the importance of adequate transportation to economic development. In only the second year of its present Five-Year Development Plan, Malaya's PWD has already surpassed its road program, and a road tour around the country can vividly demonstrate how this effort is being applied.

Three Main Highways

Malaya has three main federal highways: Route 1 up the west coast, Route 2 from the west coast to the east coast, and Route 3 up the east coast.

As the west coast is the most highly developed region, Route 1 is accordingly the best road. A motorist can travel by automobile from Singapore, on the southern tip, to the Thai frontier on the north on a continuous, paved, two-lane highway, with four-lane tributaries and cloverleaf interchanges in the main cities. In several places, sharp curves and hills still plague the motorists, but corrective work is in process. Signs along the pavement reporting "2½ Per Cent Rubber Asphalt" or "3 Per Cent Rubber Asphalt" indicate that tests are under way to improve even further on the present road surfacing.

Route 2 crosses the main mountain range. On this road, nearly every mile presents some form of construction, from mere straightening of curves to complete rerouting of difficult sections.

Route 3, extending up the beautiful east coast, is paved except for about 65 miles, with the connecting stretch now being surfaced or under construction. On this route six ferries still cross the rivers emptying into the South China Sea. Picturesque to the tourist on his first trip, the ferries cannot accommodate present traffic; they soon will be replaced by bridges. Those parts of the east coast road subject to flooding from the yearly monsoons are being raised or rerouted.

From this description it may appear that there is little need for the "middle-level manpower" that Volunteers are helping to provide in the field of transportation. Most of us are, however, working not on these three main highways, but on the complex of secondary roads essential to an up-to-date country.

In terms of these rural roads Malaya is still in the developing stages. Only since independence has Malaya attended to building feeder roads from the main highways out into rural areas. There, farmers who lived in isolation and carried their produce to markets by boat or bicycle now are being provided with paved roads.

Rural roads will account for nearly half of the budgeted road funds in the current Five-Year Plan: the equivalent of $63 million. Spending of this size does not, however, reveal that Malaya, like most developing countries, is still short of road surveyors, engineers, and equipment operators. It is this temporary shortage, of course, that Volunteers are attempting to relieve.

Design Standards High

If the standard of highway construction in Malaya is well-developed, the standards of engineering design are equally so. The Malayan engineers with whom I work—Chinese, Indian, and Malay—are all educated in accredited institutions, many of them in Australia or the United Kingdom through Malaya's many Commonwealth scholarship programs. In general, they are young and have a limited amount of professional experience, but they are ambitious and eager.

The bridges we are designing are made

AMATEUR DRIVERS pull a smile from Volunteer Bob Burns of Lincoln, Neb., as they play at operating a tractor at work on Trans-Perak Irrigation Scheme, which Bob is helping to engineer.

not of bamboo or timber, as I had casually suspected before entering the Peace Corps, but are of steel and concrete, principally the latter since it is generally more economical and easier to maintain in this climate, than is steel.

Bridges, like roads, are designed for normal British-standard traffic loadings, for speeds up to 70 mph. (a trip by taxi through Malaya proves the need for this design-speed criterion).

Besides several small bridges, my major achievement to date has been the design of a 200-foot steel-and-reinforced-concrete bridge on the highway over the Bentong River, about 50 miles from the capital city. The timber bridge at that location was the victim of a flood about a year ago. Upstream from it were several smaller, wooden bridges. In an unusually large storm one of the upper footbridges gave way, and the debris from it struck the next bridge down the river, taking it along with the flood. The additional timbers racing down the stream took the next bridge, and so on until by the time the whole pile got to the main highway bridge, it was doomed. In all, seven bridges and footbridges were lost.

So back in my air-conditioned office I now am putting the finishing touches on the design of an overpass for a highway leading to Malaya's new $4 million international airport. This is a far cry from bamboo foot-bridges, to be sure, but it is development, and the kind of development that will lead to improved living conditions for more people. This is the Peace Corps objective, grass huts or not.

Asia Study Center To Open in Illinois

This fall Northern Illinois University will open its Center for Southeast Asian Studies and Training, designed to consolidate and develop all NIU academic, research, and training programs dealing with Southeast Asian affairs.

Planning for the center was under way before the first Malaya Peace Corps training program at NIU in the fall of 1961. But experience with Peace Corps training (all three groups of Volunteers in Malaya received training at NIU), the presence at NIU of Malayans as visting lecturers, and the participation of NIU faculty in the overseas training of Volunteers and administration of Peace Corps programs has influenced planning for the center.

The center and Peace Corps training at NIU both reflect a growing awareness in the Midwest of Asia and its importance to the U.S. More and more, public schools are requesting NIU assistance in developing curricula and teacher-training programs relating to Asia.

ALIGNMENT ASSIGNMENT finds Volunteer Bob Rourke using instrument to determine proper placement of piles for large aqueduct. The project is part of the Krian Irrigation Scheme, a program to increase the water supply to 60,000 acres of rice land in northwestern Malaya.

The Kapala and I

Robert Rourke of New Haven, Conn., is a civil engineer working for the Drainage and Irrigation Department at Bagan Serai, in the state of Perak.

By Robert Rourke

I have always considered Malaya a country of contrasts as far as Peace Corps Volunteer assignments are concerned, and this opinion was substantiated when I was transferred from my air-conditioned office in Malaya's capital, Kuala Lumpur, to a new assignment with the Drainage and Irrigation Department. In travelling 200 miles to assume supervision of a construction project, I exchanged the bright lights of a cosmopolitan city for the feeble 60-watt glow produced by a portable generator, city noises for peace and solitude, and city living for a Spartan way of life.

The construction project is an hour's boat trip upriver from the main road, and as the river is the only practicable access route to the site, all equipment and supplies must be brought in on barges.

The construction project is a $1.5 million 450-foot-long reinforced-concrete flume that is part of a larger scheme to increase the water supply to 60,000 acres of irrigated rice land. This increased supply will permit double-cropping, or the growing during the dry season of the year's second crop of rice. This expansion scheme is in turn part of a larger scheme to make Malaya self-sufficient in rice production, eliminating the drain on the economy caused by importing rice.

My house, provided by DID, is a modest two-room timber structure built right on the construction site, and is surrounded by the houses of the Malay rice farmers. The house was built in typical Malay fashion: the main portion of the house raised on stilts and an attached kitchen built on ground level. The carpenters who built the house were faithful to the tradition that spaces should be left between floor planks to allow cool breezes to enter. The breezes coming up through the floor, however, carried thousands of mosquitoes that made my life difficult outside the confines of a mosquito net. With a mumble of apology to Malay tradition, I covered the floor with straw mats.

My food is provided by the contractor and is identical to that served to the laborers, namely, curried rice and fish. The food is substantial, but the people are amazed that I have stood up so well under a diet so drastically different from American food, which I have described to them in great detail in moments of weakness and under the urgings of a desire for a thick, juicy steak.

Because of the proximity of my house to the village, I have an excellent opportunity to meet and associate with the villagers. After the initial stares and open speculation as to whether I could stick it out longer than a week, the villagers have come to accept me as a unique, but not undesirable, member of the community, and I have made several warm and sincere friendships.

One fellow, upon discovering that I was an American, took me to his house to see his "American" clock. The clock was of the small-scale grandfather, or grandmother, type and had *American*

written in large, gilt letters on the lower glass door. On closer inspection I noticed the words "Made in Japan" printed in fine letters on the face. This was a fact I revealed to the owner only after the clock stopped running and he began to doubt the reliability of American goods.

As I am the only English-speaking person for 10 miles around, I have had to make great strides in learning the Malay language, which is the lingua franca among the Chinese and Indian laborers. In my first few weeks here, my ineptness in Malay was taken advantage of by the contractor's *kapala,* or foreman. The *kapala* is a veteran of 25 years in construction and not exactly the type of person who takes kindly to someone half his age dictating construction practices to him. He was even less impressed by my being an American, for he had visited the States as a merchant seaman. (As a sailor, he had acquired a salty vocabulary of invective that impressed me by the sheer sound and seemed to scare the laborers who could understand his Cantonese dialect.)

To this man of such varied and cosmopolitan experiences, it seemed only natural that my appearance on the scene should have little effect on his construction methods. He seized the opportunity that my feeble Malay vocabulary presented, and pleaded lack of comprehension to any suggestions or objections I had to his way of doing things. We whiled away many pleasant hours of conversation consisting of violent sign language and pictures in the sand.

As my conversational Malay progressed to the point where it was no longer punctuated by vigorous head-shaking or grunts of displeasure, the *kapala* decided that positive action was needed to remove the restrictions that my presence created. Nothing seemed more logical, to this logical man, than simply to deny my existence, thereby ridding himself of a conscience personified. Thus for several days my approaching the *kapala* was the signal for his departure. So effective was he in not seeing me that I soon found myself pinching my flesh to see if I were real, or suddenly presenting myself in front of an unsuspecting laborer to see if he would walk through me.

There is no telling what prolonged effect this treatment would have had on me were it not for the day I trapped the *kapala* out on a narrow plank over an open excavation. When he glimpsed me inching my way toward him, the *kapala,* forgetting where he was, turned quickly, lost his balance, and fell 12 feet to land in soft clay slime. Whether it was because I was one of the first to help him out of the pit, uninjured, or simply because, while falling, the sins of his life had flashed before him, I shall never know. At any rate, from that day on, the *kapala's* treatment of me softened considerably and almost approached friendship.

After that, whenever I reproached him for some matter, such as too much water in the concrete, his face would take on the look of a boy caught stealing cookies. Upon offering me an apology, he would turn to the laborers and unleash upon them a torrent of abuse (the import of which I could only imagine) for having done exactly what he had told them to do. I soon learned to make my corrections to the laborers directly, in return for which I got a prompt correction of the fault and a happy smile for having spared them the barb of the *kapala's* tongue.

As the Chinese New Year approached, the *kapala* spurred the workers to a frenzy of activity. As the *kapala* was to receive a fixed price for every cubic yard of concrete placed in the structure, and as Chinese New Year is the traditional time for the settling of debts, the *kapala* was eager to present the biggest possible bill to the contractor. In order to put in as many working hours as possible, he decided to begin the day's labor at 7 a.m. Realizing that I was already spending more hours on the job each day than I would be expected to under government office practice, the *kapala* was reluctant to ask me to start still another hour earlier. Thus began his campaign to insure that I arose an hour earlier—through no fault of his.

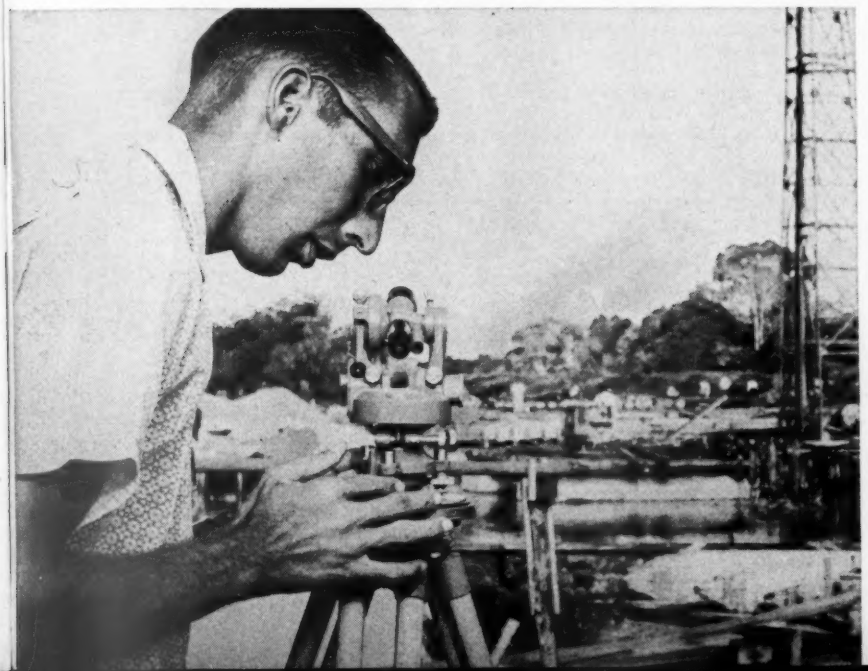
The first evening that the generator was turned off at 8:30, I shrugged and stumbled around in the dark to crawl into bed beneath the mosquito net. When the practice was repeated on the second and third nights, I realized that the *kapala* had decided that early to bed meant early to rise. I retaliated on the fourth night by firing up a kerosene lantern that I had requisitioned from the DID that day.

The next morning I was awakened by the thundering crash of a tree falling right next to my house. This, the *kapala* explained through my haze of sleep, was necessary to clear the site for the badminton court that he was going to build for me. So it went, each morning I was awakened an hour early by some sound or event that was always glibly explained away by the *kapala.*

On the last day of work before the laborers left to celebrate the New Year, the *kapala* unearthed his ace. That morning I was tumbled from my bed by such a rumbling and shaking of the house that I felt sure it had fallen off its stilts. I rushed to the door only to be greeted by the smiling face of the *kapala* who explained that after observing my work with the villagers on malaria control, he thought it wise to dispatch a bulldozer to level and fill any low ground around my house that might possibly collect water and furnish a breeding place for mosquitoes.

With a sigh of relief I saw the laborers and the *kapala* off on the boat that day. My relief turned to guilt when the boat returned several hours later with a huge box of groceries and a dozen bottles of beer, all a gift of the *kapala.* This simple gesture made my whole experience worthwhile and helped me to realize that I will miss Malaya—and perhaps even the *kapala*—when my tour of duty is completed.

LAYING GROUNDWORK for an aqueduct, which will be the largest single structure ever built by Malaya's Drainage and Irrigation Department, is Peace Corps civil engineer Bob Rourke. The aqueduct will allow double-cropping of thousands of acres of padi land in the state of Perak.



Northern Somalia Report

(Continued from page 8)

(Seattle, Wash.), who have taught adult language courses, have found large numbers of eager students.

Not long ago, when my wife and I stopped at the village police station in Gebileh to send a telegram, we found elementary-level English textbooks stacked neatly next to the duty officer's lunch. An off-duty officer was poring over the Oxford English Reader III, a standard textbook for the fourth grade.

Despite this kind of diligence, proficiency in English is still a long way from the goals the Somalis have set for themselves, and language is still a major barrier in the classroom. Before science or math teachers can teach their own subjects, they must spend time teaching English. Another complicating factor is that, in this Muslim country students are required to learn Arabic at the same time they are learning English.

Girls' School Started

In our several months here we have already seen innovations which will, in time, help expand educational facilities here. My wife, Marsa Rabinowitz Laird, and Emilie Smith (Winston-Salem, N.C.), who are teaching at the Girls' Intermediate School in Hargeisa, together with Volunteers Ruth Evans (Waco, Tex.) and Phil Michael (Vermillion, S.D.) working in their spare time, helped create the first girls' secondary school in the Northern Region. This is a historic first in a country which has traditionally focused its attention on the education of boys.

Volunteers have started a number of extracurricular projects and clubs. Bob Kalian (Yonkers, N.Y.) has started a newspaper in Sheikh, as have John Bayer (San Jose, Cal.), Greg Smith (Kingsport, Tenn.), and Dave Dalcanton (Canonsburg, Pa.) in Dayaha.

Eddie Archer (New York City) has begun a science club in Hargeisa, and classes in singing and dancing are under way in Burao conducted by Nancy Barnes (St. Elmo, Ill.), Maryl Levine (Pittsburgh, Pa.), Jan Schomaker (North Street, Mich.), and Carole Watson (Minneapolis, Minn.).

Many of us work in school sports programs. Scouting is a popular extracurricular activity, and Volunteers acting as scoutmasters have taken their troops on several long trips in this region.

Poetry Contest

The English teachers, under Larry Bourassa, instituted a poetry-reading contest in which students from the entire region competed. The Volunteers hope to make an annual event of the contest, the first nonathletic competition in which schools from the entire region participated.

The name "Peace Corps" seems to have very little meaning to Somalis. To most of them, the 41 Volunteers here are simply "the Americans who have come to help us." They do not care who sent us: they are just pleased that we came.

The warm feeling we met on our arrival last July seems to have faded very little, and strangers still stop us on the streets to thank us for having come. There are, of course, a number of Somalis who are not grateful we are here. On one occasion an energetic young man in downtown Hargeisa managed to accost five Volunteers in as many minutes to tell them they were not welcome and should go home.

But, kindness and friendship more than offset this kind of incident. For example, science teacher Paul Postlewait of Costa Mesa, Cal., regularly walks the mile and a half between his school and the village of Gebileh, where he lives. Walking home on the last day of the school term in November, he found the villagers waiting for him. One of the elders read a speech thanking Paul for his teaching and then presented him with a gift especially cherished here: two cans of pineapple juice.

Variety of Experiences

All of us have found a variety of experiences here: some new and exhilarating; some trying and even depressing. But it is probably true that everything has been instructive. Often we learn from unexpected sources. For example not long ago my confidence in my own knowledge of Engilsh was badly shaken by an attentive student.

I was describing to some boys the rudiments of boxing, and I explained that matches are held in a boxing ring, a square area about 20 feet on a side. Immediately one of the boys asked. "If it's square, why do you call it a 'ring'?"

I still don't know the answer.

Students, Teachers From 50 Schools Meet for Peace Corps Conference

More than 200 students and teachers representing 50 schools in and near Philadelphia attended an all-day conference Mar. 16 on "High School Students and the Peace Corps."

The conference, held at the Baldwin School, Bryn Mawr, was co-sponsored by Baldwin's Contemporary Society and by the School Activities Committee of the Philadelphia Area Peace Corps Service Organization.

Speakers included a panel of graduate students from non-Western nations; three trainees from the Peace Corps Liberia program at Lincoln University; Miss Sheila Weinberg, chairman of the country's longest-established high-school Peace Corps Club (at Prospect Heights High School, Brooklyn, N.Y.); David Rogers, author of the play, *The Peace Corps Girls;* Stephen Kahn, author of the book, *The Top Teens;* relatives of Volunteers, and Peace Corps officials. The meeting focussed on preparation for future opportunities in the Peace Corps as well as on steps that students can take now to aid overseas Volunteers.

Educators or community leaders interested in sponsoring similar conferences of students and teachers may write the Peace Corps Community Relations Section, Washington 25, D.C.

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